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ABSTRACT

The school community resource book on child abuse and neglect is the result of a 12-month project to aid Wisconsin school districts in developing community teams who would in turn work with the schools in setting up a policy and procedure concerned with the identification, reporting, referral, and prevention of child abuse/neglect. Sections provide information on the following topics: introductory information (including project goals, rationale for school involvement, and a list of participants); legal responsiblities (including an outline of the Wisconsin Abused Child Law); task definition and organization of community teams; Parents Anonymous, a national organization with local chapters to provide supportive help to parents; formats for workshops and inservice sessions; key regional, state, and national resource people and agencies; audiovisual materials and publications on child abuse and neglect; and policies of participating school districts. Appended are sample referral forms, brief descriptions of reporting procedures, and the texts of federal (P.L. 93-247) and state (Senate Bill 414) legislation regarding child abuse and neglect. (SBH)

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Child Abuse and Neglect

A

School-Community Resource Book

I. Lorraine Davis
Chris Eckerman
Carol Jarvey

September, 1977

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Bulletin No. 9096

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CHILD
ABUSE
AND
NEGLECT

FOREWORD

This resource book is the end result of a twelve month, federally funded project entitled, "Wisconsin Child Abuse and Neglect Training for Educators". The goals of the project were to aide school districts in developing community teams who would in turn work with the schools in setting up a policy and procedure concerned with the identification, reporting, referral and prevention of child abuse/neglect. Ten school districts throughout the state were directly involved as pilot districts. The ten are:

BELOIT
BOWLER
EAU CLAIRE
GREEN BAY
LAKE GENEVA
OAK CREEK
OCONOMOWOC
PLATTEVILLE
STEVENS POINT
WAUSAU

Representatives from these districts received 65 hours of intensive training in the fall of 1976. The training encompassed a comprehensive background in the field of child abuse and neglect, community response systems, and organizational development. These representatives then formed cross-discipline teams within their communities to develop a school policy and procedure. The teams were made up of persons from the school, local police, public health nursing, medicine and the local social services agency.

The project was built around this concept of a team of community professionals working together to create a school policy and procedure which is tailored to mesh with the uniqueness of that particular community. We believe that no one policy could have been written which would have been appropriate for all 436 school districts in Wisconsin. Without input from, and coordination among the various professionals and agencies, a school policy would have been far less effective. School policy of this nature cannot be created in a vacuum!

The policies and procedures of the pilot districts are contained in this book for your reference. These policies are only one concrete result of what was an exciting process. The process of gathering responsible professionals around a sensitive issue, and sharing information, trust, mistrust, ideas, frustrations . . . . produced a "mushrooming" effect that went far beyond the specific goal of policy writing. New resources were developed, clogged lines of communication were opened, shared and combined resources increased their value exponentially, and individual personal growth was stimulated.

The book contains the basic information which we found necessary to get this process going in the pilot districts. It can furnish the reader with a starting point and resources for assistance in the process of building a school-community response to suspected child abuse/neglect.

SPECIAL THANKS

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Special appreciation is extended to the twelve trainers/planners who made the project work!

Special Credits

Cartoons on the Cover were created and contributed by Tim Sell, Account Executive of WVTV 18, Milwaukee.

STATISTICS ON THE PROJECT

The Wisconsin Child Abuse and Neglect Training for Educators has just completed a demonstration project which involved 65 intensive hours of training for 12 persons who are now serving as trainers/planners and regional resource people for 10 pilot school districts in Wisconsin.

The project goals were:

1. To field test the URSA Curriculum in keeping with the national goals set by the National Center on Child Abuse and Neglect.

2. To administer intensive training (65 hours) to 10 persons in 10 pilot school districts utilizing the curriculum (URSA) distributed by the National Center on Child Abuse and Neglect.

3. To develop a policy and procedure for each of these 10 districts for identifying, referring and reporting suspected cases of child abuse and neglect.

4. To develop cross-discipline (multi-disciplinary, community) teams in order to involve community agencies in working with the school districts in the development of CA/N policy for schools.

5. To have the pilot school districts serve as a resource for surrounding school districts who may be interested in developing a similar policy and procedure.

All 10 districts have developed policy procedure and inservice and received the approval of their respective school boards for these policies. As a result of 37 one-day workshops done by the project staff and many inservice efforts by the 10 districts and their cross-discipline (multi-disciplinary, community) teams, we get the following total training package:

- 12 people (trainers/planners) received 65 hours of training
- 92 people who are members of the cross-discipline teams have received 15 to 20 hours of inservice
- 600 people across the state including school social workers, head-start teachers, school guidance counselors, school psychologists, school administrators and students in the areas of early childhood education, nursing, counseling and home economics
- 370 people across the state have received at least 2 hours of inservice
- 3915 teachers representing the 10 pilot school districts have already or will be receiving in the fall, 4 to 8 hours of inservice training in child abuse and neglect. This represents 74,163 school children

As a result of the efforts of this project and its staff, 29 other school districts in the state of Wisconsin are now developing or have developed policy and procedure with respect to child abuse and neglect.

WHY US?

(A Rationale for School Involvement)

Next to the family, the school is generally considered the most important influence on a child's life. The function of the school goes beyond teaching children to read and add and learn historical facts. In some cases, where the family unit is having difficulty protecting or itself threatens the child's welfare, schools can play an invaluable role in identification and support to both the child and the family.

In testimony before the Senate Subcommittee on Children and Youth in 1973, David Gil stated that about half of the reported abuse incidents involved school-age children.[1] The challenge implicit in Gil's statement helps us to see the unique and important role schools can play in cases of suspected Child Abuse and Neglect. School personnel see children, observe their appearance and behavior, and interact with them daily.

There are three general functions all schools can assume: to identify abused and neglected children, to develop preventive programs in conjunction with community resources, and to act as a support to local child protective service programs. Reporting, identification, and preventive measures should not be accusatory actions, but a means of reaching out to families in need of help.

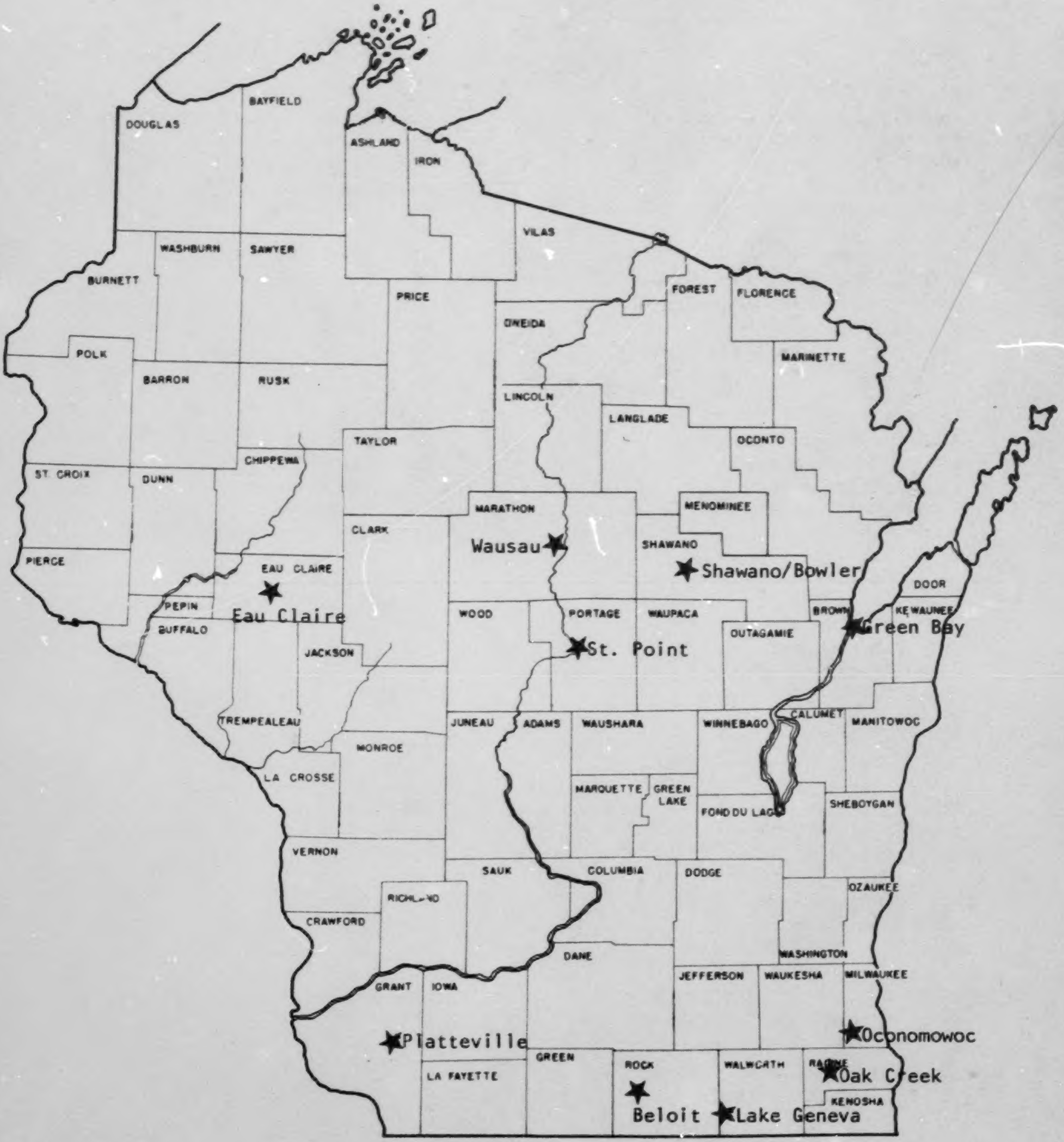
In Wisconsin, school districts are increasingly expressing a growing interest and concern in developing a more positive and active role with the problem of child abuse and neglect. Understanding the dynamics of abuse and neglect, medical, legal, and therapeutic interventions and developing a school policy of support should help to alleviate the hesitancy to deal with suspected abuse and neglect. The school must also play an important role in the follow-up of individual cases in providing a supportive environment for the child and coordinating with other agencies dealing with the family.

Schools that are concerned with the child's total development are potentially the most important link in the preventive and protective chain for cases of child abuse and neglect.[2]

---

[1] "Project Protection", Children Today, May-June, 1975, p. 22

[2] "Why Us?" was written by Chris Eckerman expressly for the project Wisconsin Child Abuse and Neglect Training for Educators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MARATHON
MENOMINEE
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JUNEAU
ADAMS
WAUSHARA
WINNEBAGO
MANITOWOC
MONROE
LA CROSSE
MARQUETTE
GREEN LAKE
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SHEBOYGAN
VERNON
SAUK
COLUMBIA
DODGE
OZAUKEE
RICHLAND
CRAWFORD
WASHINGTON
DANE
JEFFERSON
WAUKESHA
MILWAUKEE
GRANT
IOWA
Oconomowoc
Platteville
GREEN
ROCK
WALWORTH
RACINE
Oak Creek
LA FAYETTE
KENOSHA
Beloit
Lake Geneva

★School districts participating

Twelve other districts were invited to participate but could not because of time constraints and previous commitments

WISCONSIN CHILD ABUSE AND NEGLECT TRAINING FOR EDUCATORS

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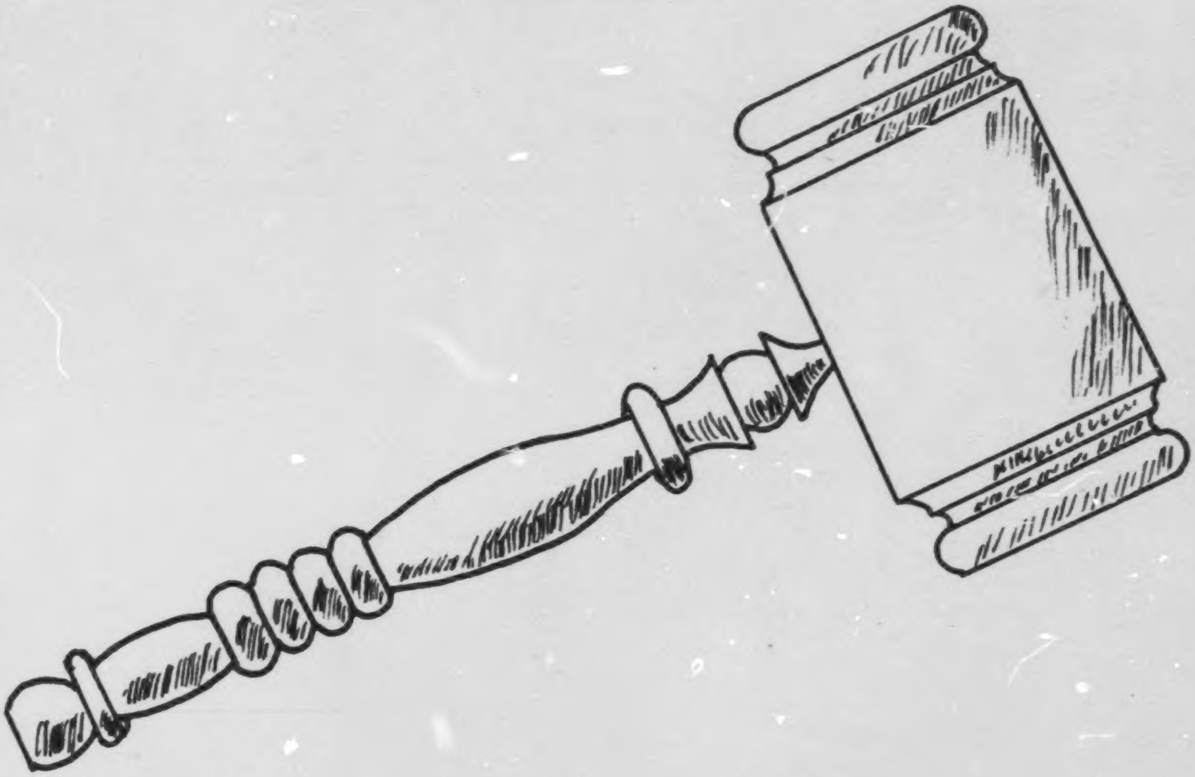

Legal Responsibilities

LEGAL RESPONSIBILITIES

The Wisconsin Statute known as The Abused Child Law is section 48.981 of the Children's Code. This section specifies who is required to report suspected cases of child abuse, how and to whom the reports are to be made and who shall carry out the investigation. It also addresses itself to immunity for those reporting and fines for those failing to report.

The law is quoted below:

> *48.981 REPORTS ON ABUSED OR INJURED CHILDREN. (1) A physician or surgeon being of the opinion as specified in s.905.04(4)(e), or a nurse, hospital administrator, dentist, social worker or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise, and followed by a report in writing to a county child welfare agency specified in s.48.56(1), the sheriff of the county or the city police department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff of the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city police department determines that legal action is necessary he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s.48.56(1) shall investigate each report and act in accordance with its powers and duties as set forth in s.48.57.*
>
> *(2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.*
>
> *(3) Anyone knowingly and willfully violating this section by failing to file a report as required, may be fined not more than $100 or imprisoned not more than 6 months or both.*

Neglect is covered under a separate section, 48.13 Wisconsin Statutes. County Social Service Departments can investigate reports of neglect under this statute and the juvenile court has jurisdiction over neglected children.

> *48.13 Jurisdiction over children alleged to be neglected or dependent. The juvenile court shall have exclusive jurisdiction over:*
>
> *1. A child who is alleged to be neglected because:*
>
> *A. He is abandoned by his parents, guardian or legal custodian; or*
>
> *B. He is without proper parental care because of the faults or habits of his parent, guardian, or legal custodian; or*
>
> *C. He is without necessary subsistence, education or other care necessary for his health, morals or well-being because his parent, guardian, or legal custodian neglects or refuses to provide it; or*
>
> *D. He is without the special care made necessary by his physical or mental condition because his parent, guardian, or legal custodian neglects or refuses to provide it; or*
>
> *E. His occupation, behavior, condition, environment, or associations are such as to injure or endanger his welfare or that of others; or*
>
> *F. He is in a home for which a license is required and which any agency authorized by law to license foster homes has refused to license; or*
>
> *G. He has been placed in a home for adoption for which approval by the county court is required by s.48.63 and the county court has refused to approve the home; or*
>
> *H. He is in the custody of a person whose petition to adopt him has been denied by the county court and the case has been transferred to juvenile court under s.48.95; or*
>
> *I. He comes within the provision of s.48.12 but his conduct results in whole or in part from parental neglect.*

As a point of clarification, under the current Wisconsin law, the only school personnel required by law to report suspected cases of abuse are school administrators and school social workers. Reporting neglect is not mandatory for any person.

The abused child law, as it now stands, is not in compliance with the federal law PL 93-247.* As a result a state ad hoc committee**and a number of legislators***have spent a great deal of time and effort this past year updating the law. The outcome of these efforts was Senate Bill 414. This bill had a hearing in May, 1977. If acted upon and passed (with revisions) by the legislature, it will produce substantial changes in the abused child law, thereby bringing Wisconsin in compliance with PL 93-247 and opening avenues for federal funds.

Some of the major changes (SB 414) are:

1) Neglect and mental injury will be included in the same statute as abuse

2) "Abuse", "mental injury" and "neglect" are more specifically defined

3) A guardian ad litem is required to be appointed for each child subject to judicial proceedings under this statute

4) The types of persons who are required to report cases of suspected child abuse or neglect are expanded to include school teachers, school administrators, school social workers, school psychologists, school counselors and school nurses, along with other human services and mental health personnel in a variety of fields

5) Time limits for reports and investigations are established, as well as procedures for feedback to the individual making the report

6) Confidentiality of reports and records is more closely guarded and controlled.

See Appendices A and B for PL 93-247 and SB 414.

---

* Thirty-three of the states are in compliance and do require school personnel to report.

** Kristine Adamian, Melvin Ascot, M.D., Carol Brocker, William Buzogany, M.D., Pat Curley, Giles Hanson, Lynn Lees, Anita Flint Lenz, Sheriff Ted Meekma, Ken Menting, Charles Mentkowski, Gerald Porter, M.D., Tom Reed, Donald Simley, D.D.S., Officer Kristen Smith, Paul Spencer, Warren Von Ehren, Judge Nathan Wiese, Orlyn Zieman

*** Senators Bablitch, Dorman, Maurer, Radosevich, Petri, Offner, Berger, Cullen, McKenna, Peloquin, Adelman, Morrison, Risser, Flynn and Braun; Representatives Clarenbach, Rutkowski, Flintrop, Schricker, Hasenohrl and Warner

BUILDING COMMUNITY TEAMS

BUILDING COMMUNITY TEAMS

There are all kinds of teams - the Keystone Cops, Three Stooges, Community Committees, Bonnie and Clyde, The Miami Dolphins, Task Forces and Ad Hoc Committees on various standards. Whether or not these teams are effective and efficient is related to someone's being willing to take the basic responsibility for organizing around the defined task. Because school personnel are in an ideal position to identify abused and/or neglected children and all schools should have a policy for effectively handling suspected abuse and neglect cases, it seems reasonable that a school person, then, should be the one to take responsibility for task definition and organization.

Let's take a look at what this means:

The first step is to tailor a policy-making team to reflect the unique nature of your community. Membership on your team will vary with the community; it may include social workers, doctors, lawyers, juvenile or family court judges, psychologists, public health nurses, dentists, teachers, police officers, day care workers, parents and private citizens. Before approaching potential team members, it is helpful to know (1) the child abuse and neglect statutes, (2) something about the incidence of CA/N in your community and (3) the way in which CA/N cases are currently handled in your community. Attending to these things will give you ideas about why a policy is needed, what the nature of the policy will need to be and who in the community would be most likely to want to be involved in writing, etc. It will be helpful to both potential participants and yourself if you have thought through and can articulate the what, who, when, where and how of the policy-making team.

◆ What - This is a team composed to write a policy on child abuse and neglect for the school district. It may seem ironic that this needs to be stated but it closely affects the "who" of the team.

◆ Who - Although difficult to assess, commitment to arriving at a policy for child abuse and neglect is a basic requirement for inclusion on the team. In other words, if someone wants to be on the team primarily as a stepping stone to public office, their dependability is not as apparent as someone whose belief is that a policy on child abuse and neglect will be helpful to the management of problems in this area. For this reason it is more important to clarify the task of the committee to potential members, rather than advertising only to the probable membership to attract participants. However, it is also helpful to clarify that variety in professions, backgrounds, age, and perspective will add strength to the team. For example, dominance of one professional area (i.e., corrections) can narrow the thrust of the final policy statement. The size of the group is also an important variable

Who - (cont.) to consider. Optimum size for a working group seems to be 5-8 members. As membership increases beyond 8, so does complexity of relationships and logistics.

When - Members will have an easier time assessing their ability to participate if they can have some idea of the time commitment they will be making. Anticipating how often you will be meeting, how long meetings will last, how long it has taken other groups to complete the task and your commitment to holding to these perimeters will allow potential members to decide whether or not they can commit themselves to this task. This will, in turn, help avoid the problem of people dropping out shortly after group formation because they didn't anticipate the level of energy expenditure required of members (better that they don't join to begin with).

Where - A predictable place that is comfortably informal would probably increase the attractiveness of participating on this kind of team. Heaven knows child abuse and neglect is serious enough without having 3:30 p.m. (low energy time for most people) meetings in someone's sterile office or meeting room. Perhaps rotating evening meetings among members homes would be of value.

How - Although informal meeting places, chatting, eating together and sharing a glass of wine would be helpful to the energy level of the team, structure and agendas are also necessary to the team's on-going feeling of task accomplishment. Ample information can be found elsewhere in this Resource Book suggestive of the sequence of tasks and possible meeting agendas helpful in the development of a child abuse and neglect policy. Some discussion of group process seems extremely relevant to the "how" of teams. In the simplest sense, all groups have developmental beginnings, middles, and ends. If the team's development in this regard is not attended to, problems in communication, cohesiveness, leadership, and other aspects of interpersonal relating are predictable. There are many written resources available on process issues (for instance, Naomi Brill's book Teamwork: Working Together in the Human Services) Examples of a few such issues in each developmental phase are:

BEGINNINGS

The group is finding its identity

Membership

Shifts and changes can be anticipated. If acknowledged openly as a normal part of group formation, this need not drain group energy.

Interpersonal Relationships

Members will be very aware of any status differences that may exist. It will be very easy for them to accord leadership to the most articulate, assertive members. Attempts on your part to solicit and pick up on the input of the more reserved members will help offset this natural inclination in groups.

Values

In a beginning group people want to know what they will have to give and what they will get in return. They also will be unaware of many value differences and similarities within the group. Comments that indicate the validity of both fun and work, for example, might be helpful (at the end of the meeting - "Say, this was a good meeting . . . I'm glad we can drink a beer, laugh once in a while and still be productive"). Look for helpful emerging norms and values as well and point them out ("I notice we seem to share the load on note-taking . . .").

Communications

Members will be trying to identify themselves and others in the group. Thus, more self-centered as opposed to "we" discussions can be expected. Common experiences (eating together, chatting before meetings, sharing thoughts on unrelated issues, etc. help the group to move through this phase).

MIDDLES

An interesting thing happens in group middles. When people in a group get to know each other and feel comfortable with each other, continuing harmony becomes the goal.

Membership

Group members probably feel belongingness as reflected in comments of concern regarding absent members. The emerging "we" feeling of the group is it's dominant theme. This may be a barrier to task completion as people replace the initial goals of the group with the personal goals of its membership. Though difficult, it is essential that you accept responsibility for getting on with the task.

Interpersonal Relationships

The tension and rivalry that predominates in the formative period of the goup is replaced with a protectiveness toward the beginning sense of trust and acceptance it shared. The group may be unwilling to deal with potential areas of difference, out of a fear of upsetting the positive feelings in the group. Supporting identification of areas of difference will help the group move toward a more strongly established base of trust and acceptance. ("I noticed a point of difference that we skipped over. I think this group is together enough to resolve it. . . ")

Values

The value has moved from forming a team in order to accomplish a task, to the group as an end in itself. A "state of the union" address (memo mailed to members before next meeting) that clarifies where the group started, what was accomplished in past meetings, and what needs to be done in future meetings may help the group over its temporary impasse in what some refer to as the "plateau" phase of group development.

Communication

Though there is greater skill and individual contributions are more respected, there is often much discussion around individual member needs, job problems, family, etc. as the group recognizes its ability to nurture and support. This recognition of the groups' ability to nurture may result in their becoming resistant to task completion, which signals the end of the group and thus the source of nurturing. Taking the time with the group to explore alternative involvements after completion of the policy statement might gently prod them toward getting on with it.

ENDINGS

With the completion of the policy statement, the group's new task is to come to grips with terminating.

Membership

As members become aware of the near completion of the task, some will miss meetings as a way of terminating with the group. Others will suggest "keeping the group together" through informal, social contacts. Recognizing and supporting both ways of termination as reasonable and/or suggesting alternative professional activities for the group would allow the members options.

Interpersonal Relationships

Some relationships become less intense while others become intensified. Pointing out the accomplishments of the group, linkages that have been developed that have implications for further work together in this group or in recombined sub-parts of the group again would allow members options for continuing relationships.

Values

Successful completion of the policy writing task deserves attention in terms of confidence in the future of professional groups working on community problems.

Communication

A formalized written communication that recounts what the group has accomplished would be an appropriate way to finalize the group's communication activity.

Your group may want to go into greater detail with the problem of child abuse and neglect and come up with new and alternative ways of handling it. You may find the group willing to become involved in identification, diagnosis, treatment and/or community education. For a detailed account of how this can be undertaken please refer to Vol. 3 of Child Abuse and Neglect: The Problem and Its Management, The Community Team: An Approach to CA/N Management and Prevention.

* * *

"SELLING" OTHERS ON COOPERATING WITH US*

1. If you are making contact directly, START WHERE THE PERSON IS. CONSIDER THEIR MOTIVATION.

   Possible motivation on the part of others:

   Be on the "bandwagon" - lure them to this?
   Have some need of their own:
      To look like a "good guy" (make self feel better);
      Save tax money; save money;
      Help the "poor unfortunates" (patronizing attitude);
      Be "in" - "the thing to do";
      Real caring;

   Appeal to their stated and/or real commitment

   Public Notice - offer newspaper or TV publicity

2. GET TO THE RIGHT PERSON THROUGH THE RIGHT PERSON

   Who has the most influence in the community?
   Who knows this person and can get to him/her?

3. RESISTANCE: Start where the person is:

   Recognize demands already made on community personnel.
   Give reassurance about involvement.

Arguments to be met:

"There aren't that many - why be concerned?"

Not have to be many to be important;
Many more than we know;
Not limited to low socio-economic classes;
As pressures mount, many more people can get caught in this behavior;
Give examples and statistics if possible to substantiate above

---

*Prepared for workshops by A. Maxine Baumheier, School Social Worker, Menomonee Falls Public Schools

"Schools are strictly for education."

What is meant by "strictly education"?

Cite other school problems

Note school's responsiblity for the "whole child".

Education for healthy happy living.

"These people are impossible - why bother?"

Law requires certain people to report

Takes only one child mistreated for concern to be valid

Break pattern of behavior - cost to community:

Kids learn this pattern and repeat it;

Commitment to producing productive, responsible citizens

4. VESTED INTERESTS:

1) Recognition for what they have done and/or praise for their concern.
2) Let them know their experience and ideas likely will be very important and valuable to others.
3) Let them know they are a force in the community, and, therefore, their input is important - people look to them for leadership.
4) Inquire about the areas of your concern that this person sees needing change, expansion, improvement, etc.
5) Ask: "How would you like to see this handled?" "What are your ideas?"
6) Note there is "enough for everyone" - not have to be an "exclusive" area - how can we dovetail efforts.

5. HOW TO WORK WITH NEGATIVE COMMITTEE MEMBERS:

In committee member selection process, avoid such persons, if at all possible.

If unavoidable, learn why they are angry. What do they want? How do they see proceeding?

May need to point out power of others in group; may need to politely and firmly over-ride. This may require mobilizing other committee members.

POSSIBLE PR VEHICLES FOR YOUR USE*

Radio - spots (NCSA) usually 100 words, 1 minute,
interviews

TV - spots. Any available from regional or nationwide sources?
interviews

Newspapers - local and area wide
announcements and articles which you or other committee members write and submit
news story with picture: i.e., coverage of committee meeting
feature story with picture

Newspaper may well do latter two; ask, or get appropriate person to ask

Other publications and printed materials

1) Other community publications:
   - church bulletins
   - organization newsletters
   - school papers, etc.

2) Those you can produce:
   - mailers
   - handouts, flyers
   - brochures
   - newsletters

Public Meetings

Committee presents its own:
- speakers (your own, from existing agencies, area wide or national)
- movies
- discussion sessions
- panel of experts
- panel of parents

Committee offer "program package" to already existing groups; i.e., church groups, PTA's, women's groups, men's groups, service organizations, etc.

SKILLS SURVEY FOR PR VEHICLES:

1) Writing skill - PR agencies
lay persons
high school or college students

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*Prepared for workshops by A. Maxine Baumheier, School Social Worker, Menomonee Falls Public Schools

2) Art work and layout - PR agencies
   local artists
   printer
   lay persons
   students

3) "Leg work" - getting things done on time
   meeting deadlines
   arranging appointments

4) Typing copy

5) Mailing - contact with post office; their cooperation useful

6) Contact persons - to contact media, get commitment for stories and interviews, set up appointments and make arrangements

7) Printing - low cost fast printer
   public school
   other

HOW TO FINANCE ANY OR ALL OF THESE NEEDED SERVICES

1) Financial contributions from agencies represented by committee members

2) Financial contributions from other possibly interested agencies and persons

3) Contributions of talents and skills; scour community to find those willing to contribute needed skills free or at least cost

WRITING COMMUNITY POLICY ON IDENTIFICATION, REFERRAL AND REPORTING: This is the end purpose of all PR efforts.

Build community support and interest so writing policy will be a natural outcome of this interest

A second outcome can be a continuation of the life of your cross-disciplinary committee as a program/publicity/resource committee

If the interest of committee members and community is highly developed, these end results can well be the natural outcome of this enthusiasm

RESISTANCES AND ROADBLOCKS TO TEAM DEVELOPMENT

Basic Problem Areas (during beginning process of team)

- bureaucratic red tape
- defensiveness
- territorial aggression
- failure to make commitments
- misunderstanding of other agency's role(s)
- individual prejudices
- buck passing
- blaming
- staying with problem in a negative light
- leadership - resistance to

Anticipated Problems (in ongoing work of team)

- who would take responsibility? cooperation, collaboration?
- funding
- attitudes of individual members
- procedural
- staff time commitment

Suggestions for ways to re-direct meeting when things go wrong:

- set possible tone ("we have to work together")
- make personal commitments
- wade through hidden agendas
- make the PURPOSE of the team clear and positive
- stress the importance of each team member's participation and input

WRITING THE POLICY

In a booklet entitled "Education Policies and Practices Regarding CA/N and Recommendations for Policy Development" put out by the Education Commission of the States, suggestions for policy writing are outlined. The first and strongest recommendation is that every school system adopt and issue a CA/N policy particularly in the area of reporting. An effective CA/N policy should inform school personnel of their legal obligations, as well as immunities, to report. Following is the list they provide:

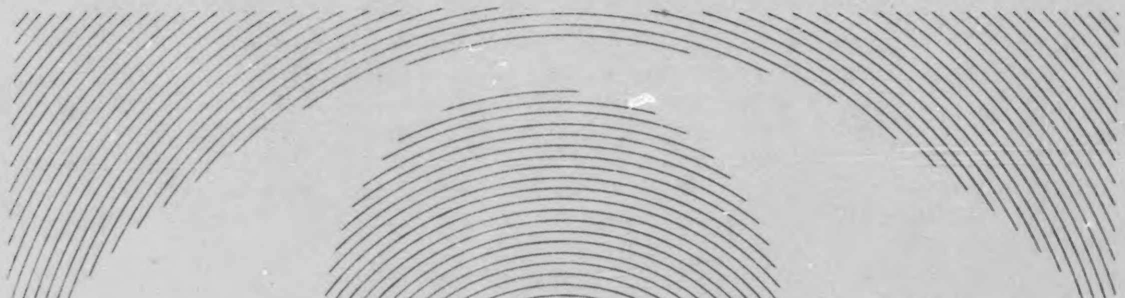
1. A brief rationale for involving school personnel in reporting.
2. The name and appropriate section numbers of the state reporting statute.
3. Who specifically is mandated to report and (if applicable) who may report.
4. Reportable conditions as defined by state law.
5. The person or agency to receive reports.
6. The information required of the reporter.
7. Expected professional conduct by school employees.
8. The exact language of the law to define "abuse" and "neglect".
9. The method by which school personnel to report (if appropriate list telephone number for reporting) and the time in which to report.
10. Whether or not there is immunity from civil liability and criminal penalty for those who report or participate in an investigation or judicial proceeding, and whether there is immunity for "good faith" reporting.
11. Penalty for failure to report, as established by state law.
12. Action taken by school board for failure to report.
13. Any provisions of the law regarding the confidentiality of records pertaining to reports of suspected abuse or neglect.*

It will also be important for your school district to determine how records of reported cases will be kept (written, confidential, permanency). The school must also decide whether or not parents will be informed when a report is made.

In the policy, a school district can specify its role in multidisciplinary cooperation, professional training, public awareness and programs of prevention. It may also be valuable to include some means of evaluation for the CA/N policy. By spelling out realistic expectations and some means to evaluate the goals of the policy regularly, more effective programs can be ensured.

A last suggestion is that for school policy to be truly useful and effective, it must be widely disseminated. Copies should be distributed to all school personnel, parents and community people. This can be done through school inservices offered to all school personnel and/or parents, agency inservices, etc. (please refer to the section on workshops and inservice for agenda samples). You may also want to utilize the media (newsletters, newspapers, radio, etc.). The community needs to be informed about child maltreatment both to broaden the base of potential reporters and to ensure public awareness of available help to abusive parents and their families.

*From "Education Policies and Practices Regarding CA/N and Recommendations for Policy Development", Education Commission of the States, Denver, CO.



PARENTS ANONYMOUS

PARENTS ANONYMOUS

Parents Anonymous (P.A.) is a national organization that has local chapters spread all over the country. In essence, it is a support program to help parents prevent damaging relationships between themselves and their children. The basic P.A. philosophy begins with an unconditional acceptance of the parents as they are, as worthwhile individuals in and of themselves. Members develop new parenting skills, new ways to relate to others, and begin to seek alternate ways to handling their anger.

Each P.A. group has a Chairperson, who assumes a surrogate-parent role to the chapter members and a group sponsor, who assumes a surrogate-parent role to the chairperson. Parents Anonymous is for the parent who is afraid he/she may become abusive or has a high potential for abuse. It is also for any parent who feels insecure in his/her parenting role and needs to feel better about himself or herself as a person. Their purpose is to stop abuse by offering parents in the community an alternative they can fit into and feel comfortable with in order to stop or prevent abuse. There are not, nor can there be, any guarantees or easy solutions when it comes to child abuse. It is as individual a problem as all the individuals who attend P.A. What P.A. offers is a guiding hand, empathic and supportive help and an honest approach to overcoming a behavioral pattern that has threatened to or has gone out of control.

Because of the intensity of the sharing experience and emotional involvement in a P.A. group, insight into one's problems which might have taken months in traditional therapy may reveal themselves sooner. Defenses and inhibitions are quickly broken down in the group environment. Group members begin to become aware of the behavioral patterns that are negatively affecting their lives. In addition, contact with other parents having similar problems help them feel less isolated and better about themselves.

The P.A. group also provides opportunties for other methods. The group will often tailor their meetings to meet individual member's needs; roleplaying; quiet reflection, group support, discussion, etc. The group also provides members with the means to exert their own initiative in deciding what course of action to take, thus fostering a sense of confidence in their own judgement and a sense of achievement in their own ability to cope.

> *"We meet weekly to discuss our kids, our feelings, and better ways to manage day-to-day with our children. We often share alternative ways to deal with our children. We learn that the first step in handling anger and impatience toward children is accepting the fact that these are honest, human, and universal feelings. We work very hard at learning how to express our anger, frustration, and impatience without damaging our children. We also recognize that sometimes, with the best intentions, we create situations which make us very angry. We share ideas, trying to learn ways to avoid setting ourselves up to get very angry.*

In time, we are able to look at the things in our environment, other than our children, that contribute to our anger and frustration. Many of us have been able to take constructive action to change things for the better. The great thing about P.A. is that you can share your feelings with other members - you no longer have only your children to unload on. You also get a good feeling about yourself when you realize that you are making strides; improving your parenting skills; making life more enjoyable for both yourself and your family."

- Exerpt from introductory letter to parents from Parental Stress/ Parents Anonymous Madison Chapter

P.A. groups are an excellent resource for communities to develop. Present available help to the potentially abusive parent is too little, too expensive, too late or non-existent in some areas. P.A. can provide a long or short term approach to help establish, strengthen and maintain a healthy emotional and physical relationship between parents and their children. P.A. is a private organization and is not an extension of any agency or other organization. What goes on at a P.A. meeting is confidential.

The essential ingredients to begin a P.A. group are finding: 1. a parent/chairperson, 2. a sponsor, 3. a place to meet, 4. a childsitter (for meeting times), and 5. publicity.

The parent/chairperson, like the P.A. group members has had or still has a child abuse problem. The role of the chairperson is an extremely important one. Initially, group members turn to the chairperson for support and advice. As the group progresses, members should begin to interact with one another more. Yet, the chairperson, in the role of leader, must constantly balance his/her peer relationship and his/her parent-surrogate relationship with the group members. The chairperson needs to be sensitive to feelings and be able to realize that what members verbalize is not always what they are actually feeling. Parents with abuse problems need to identify the real cause(s) of their anger and handle it in a more appropriate way than taking it out on their children.

Traditionally, the P.A. sponsor has been a member of the social work profession. But sponsors have also been public health nurses, psychologists, various other professionals or sensitive, caring lay people. The sponsor basically helps the chairperson realize his/her own potential as an effective and strong group leader. The sponsor also provides reassurance and support to the chairperson. Sponsors are a big help in training the chairperson in group techniques, answering questions that the group otherwise can't answer and locating other resources available in the community.

Parents Anonymous groups usually meet in church basements, community centers, or people's homes. To insure confidentiality, the meeting place and time are only given to those parents who are going to attend the meeting. Communities often have unused space and are willing to let P.A. groups meet weekly there.

P.A. groups provide a childsitter during their weekly meeting time. This will often be the calling card to get the parent to attend the meeting and thus is a very important consideration in getting a group off the ground.

It will be helpful if the effort is initiated by a parent and if the group has the interest and support of local groups and professional organizations. Referral sources may be the local police department, court system, private physicians, hospitals, schools, community agencies, the county social service agency, radio, television, newspaper or simply word of mouth.

It is vital to the success of the group to have clear and comprehensive publicity to all of these possible referral sources. Initially, this is the most tiring and time consuming aspect of the group. It will involve a lot of phone calling, personal visits, writing brief, descriptive articles, etc. Hopefully, as the group grows, others will be willing to take over some of the responsibility for publicity (for an excellent "How-To" on publicity, please see How to Plan and Carry Out a Successful Public Awareness Program on Child Abuse and Neglect as listed in the publications section).

Currently, there are 14 Wisconsin communities that have Parents Anonymous chapters (see last page of this section for complete listing and contact phone number). As is the case with too many self-help organizations, Parents Anonymous has had recent financial difficulties. The national office and the toll-free hotline located in Redondo Beach, California were not refunded this year and they have been forced to close down.* Wisconsin is located in the P.A. Region V, but unfortunately, the coordinator position for Region V was also not refunded. Currently, for any further information about P.A. you can write to the Madison P.A. group at 111 S. Hamilton Street, Madison, WI 53703 (information is available at a minimal cost) or call the Madison Parental Stress Hotline (608) 251-2266.

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*As of July, 1977, the national P.A. office has been invited to submit a new proposal for review and more than likely will be refunded in the near future.

PARENTS ANONYMOUS WISCONSIN CHAPTERS

Town or City	Contact No.
●Beloit	(608) 362-8866
●Eau Claire	(715) 832-5461
●Green Bay	(414) 432-8444
●Janesville	(608) 752-7067 (608) 752-9041
●Madison	(608) 251-2266
●Milwaukee	(414) 332-4969
●Montello/Westford	(608) 296-2489
●Outagamie County	(414) 731-3211
●Racine	(414) 637-9273
●Sheboygan	(414) 458-4166
●Waukesha	(414) 547-3388
●Walworth County	(414) 723-2227 (414) 728-5470
●Wausau	(715) 845-2280 (715) 845-3572
●Winnebago County	(414) 235-5478 (414) 235-1676

GROUPS IN THE PROCESS OF BEING FORMULATED

●Cumberland

Information available from:
Marilyn Kile
Northern Pines Guidance Clinic
Cumberland, WI 54022
(715) 822-4747

●Pierce and St. Croix Counties

Information available from:
Information and Referral Services
125 North Main Street
River Falls, WI 54022
(715) 425-9641

workshops

Workshops and Inservice

Throughout the year-long time span of the project, workshops and inservice sessions have been held for a number of various professional groups and community organizations. They have dealt primarily with the field of child abuse and neglect, community response systems, organizational development and teamwork. The schedules from some of these sessions are included at the end of this section.

It takes a great deal of energy to organize and deliver a workshop. If you do plan on giving some type of presentation on child abuse and neglect, following are a few basic points to consider regardless of the group you are talking to:

1) Set modest goals as to how much you plan to cover. It is often difficult to limit oneself, but with a sensitive issue like child abuse, it is vitally important not to "open a Pandora's Box" and then run out of time to deal with all the issues that have arisen.

2) Begin the workshop with something that the participants can relate to personally. Whether using a film, exercise or some other means, it should elicit some kind of personal reaction. This is not to suggest using graphic pictures of victims or cold, hard national statistics (we often began by asking the participants to write down their gut level reactions to abuse, and then followed it with a film that builds, in the viewer, an identification with an abused child who grew up to be an abusive parent).

3) Set a non-punitive tone early, by emphasizing that child abuse is a multi-faceted problem in a family which is under stress. The National Center on Child Abuse and Neglect has several posters which emphasize this point. They read:

> "There are two victims in every child abuse situation:
> 1) the child
> 2) the parent"
>
> "Being a parent is one of the toughest jobs in the world"

(These posters may be available to you at your county social services department)

4) Allow plenty of time for the inservice participants to react in small groups. Child abuse and neglect is an emotionally laden topic and many people will need to share their ideas, questions, fears, suggestions . . .

5) Hold the workshop in an environment that is conducive to the exchange of feelings and ideas in small groups.

The National Center on Child Abuse and Neglect provided a number of excellent audio-visuals on child abuse and neglect to the Wisconsin project. These films and filmstrips are available for use from:

I. Lorraine Davis
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, WI 53702

An annotated bibliography of these films is included for your reference in the audio-visual section of this booklet.

What follows are several different formats for workshops (of varying lengths and to various audiences). These sample agendas can be adapted in developing inservice and workshops peculiar to your own needs.

WISCONSIN CHILD ABUSE AND NEGLECT TRAINING FOR EDUCATORS

March 23 and 24, 1977
Menomonie, Wisconsin*

Wednesday and Thursday Mornings

9:00 - 9:45	Registration and Coffee
9:45 - 10:00	Introduction
10:00 - 10:25	"Theft of Childhood" Slide-tape presentation
10:25 - 10:45	Small Group Discussion
10:45 - 11:00	The Wisconsin Abused Child Law - Review and Projection
11:00 - 11:20	"What the Educator Sees" Filmstrip
11:20 - 11:45	Small Group Discussion
11:45 - 1:00	Lunch

Wednesday and Thursday Afternoons

1:00 - 3:00 Sectionals

A. Identification of Abuse

1. Physical
2. Emotional
3. Sexual
4. Neglect

B. Investigation/Community Response Systems

C. Organizing Community Resources/ Working Together on Child Abuse and Neglect

*Presented to school counselors, school counselor interns, school administrators, home economics interns, headstart teachers, early childhood education students and some community agency personnel.

The following three workshop formats were set up by our pilot school district trainees at one of the project's training sessions. They include a 2-hour session, a 1/2 day session and a full day session.

The teachers at Bogo Elementary School have asked you to give a two hour presentation on Child Abuse and Neglect. They have indicated that their interest is in the practical aspects of "how to identify" and "what to do".

Cipher in the Snow - grabber (Invite protective service, medical person and police) 20 minutes

Panel discussion with social worker, medical person, school person, police (cross-discipline team)

Problem - Statistics for district
Handouts on abusers

Law - reporting and referral

What the Educator Sees - filmstrip on indicators

Referral process for district and how referrals are followed up 15 minutes

Handout on indicators

Developing a relationship with the child and how to interview to get information you want - Handout - cookbook

Cycle of child abuse - Theft of Childhood* - 15 minutes
*Two victims here

Preventative measures
Techniques for classroom on parenting, sex, identification, etc. - possibly included in health curriculum

Questions

You have been asked by your superintendent to set up a fall workshop on Child Abuse and Neglect involving all school personnel (custodians, food service people, teachers, teacher's aides, bus drivers, etc.). You will be allotted one entire day with these people before the beginning of the school year.

8:00 - 8:10	Introduction and fill out Lenoski survey
8:10 - 8:45	Keynote speaker General area of Child Abuse and Neglect
8:45 - 9:45	"Dessie" or emotional impact film
9:45 - 10:00	Break
10:00 - 11:30	Small Group Process (Group leaders are from cross-discipline team) - Process Dessie - Discuss Lenoski - Discuss local policy and procedures
11:30 - 1:00	Lunch
1:00 - 2:30	Sectionals 1. What is Neglect - Cipher in the Snow 2. Sexual abuse - collecting information - Incest: The Victim Nobody Believes - your own feelings 3. Clues for the teacher - What the Educator Sees 4. Community Resources - social work
2:30 - 4:00	Large group Reports from sectionals Volunteer for continued involvement

You have been asked by your superintendent to set up a one-half day workshop on Child Abuse and Neglect for elementary and secondary principals. None of these people have had much prior experience or training in this area.

Prior to workshop -
- send brief, minimal materials to participants
- poll participants - needs assessment
- ask people to come prepared to share 1 personal experience related to a child abuse and neglect situation

Setting - comfortable chairs
- coffee and rolls, donuts available

In-Service - 8:00 - 12:00

8:00 - 8:15	Hello
8:15 - 8:45	Cipher in the Snow
8:45 - 9:00	Reaction time - Incorporate coffee, rolls
9:00 - 10:00	Protective Services Worker - Dept. of Social Services Cover - Law legal responsibilities of school experience role of social services - follow-up and feedback to school
10:00 - 10:15	Break
10:15 - 10:35	What the Educator Sees - Filmstrip
10:35 - 10:45	Discussion of filmstrip
10:45 - 11:00	Review District policies and procedures Definition of Child Abuse and Neglect
11:00 - 11:30	Small groups - breakdown by elementary/secondary Discuss potential problems
11:30 - 11:45	Feedback from group
11:45 - 12:00	Workshop evaluation

The following are schedules for core training in child abuse and neglect (65 hours) as delivered to those persons (12) serving as trainers/planners for the 10 pilot school districts participating in our project.

CHILD ABUSE AND NEGLECT TRAINING FOR EDUCATORS

INTRODUCTORY SEQUENCE
IDENTIFICATION SEQUENCE

September 24, 25, 26, 1977

Friday Morning, September 24, 1976

8:00 - 9:00	Registration and coffee
9:00 - 9:15	Welcome and introduction of staff Reimbursement -- mileage and meals
9:15 - 9:25	Lowell Hall and environs
9:25 - 10:20	Introduction to Curriculum 1. Purpose of training 2. Overall objectives
10:20 - 10:30	Stretch time
10:30 - 11:30	The Social and Cultural Context of Child Abuse and Neglect: An Overview 1. Goals and Objectives 2. Film: "The Battered Child"
11:30 - 1:00	Lunch (Lowell Hall)

* *

Friday Afternoon, September 24, 1976

1:00 - 1:45	Introduction to the Identification Sequence
1:45 - 2:15	Guest Lecture "Defining Physical Abuse" Dr. Alfred Kadushin, Professor, School of Social Work, UW-Madison
2:15 - 2:45	Questions and Answers
2:45 - 3:15	Physical Indicators of Abuse Behavioral Indicators of Abuse
3:15	Adjourn

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Friday Evening, September 24, 1976

7:00 - 9:00	"Dessie" (performed by Linda and Conrad Bishop) "Dessie" is a thought provoking drama of an abusive mother's inner and outer existence, designed as a stimulus for discussion of the problem of child abuse.

* * *

Saturday Morning, September 25, 1976

7:00 - 8:30	Breakfast (Lowell Hall)
8:30 - 10:00	Slide-tape presentation "Theft of Childhood" Guest speaker from Parents Anonymous: Sharon Stroup
10:00 - 10:20	Stretch and coffee
10:20 - 11:00	Case Study Analysis in small groups
11:00 - 11:45	Large group discussion of case study analysis
11:45 - 1:00	Lunch (Lowell Hall)

* * *

Saturday Afternoon, September 25, 1976

1:00 - 1:45	Exercise and Discussion: Definitions of Child Neglect
1:45 - 2:20	Film: "The Neglected" and brief discussion
2:20 - 2:40	Large group exercise on Neglect
2:40 - 3:00	Stretch and coffee
3:00 - 3:45	Small group analysis: Four Cases of Child Neglect
3:45 - 4:30	Wrap-Up

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Sunday Morning, September 26, 1976

8:00 - 8:30	Introduction to Emotional Maltreatment
8:30 - 9:00	Film "Cipher in the Snow"
9:00 - 10:00	Parent and Child Behavior Matrix
10:00 - 10:45	Brunch
10:45 - 12:45	Sexual Abuse Guest Speaker: Richard Timmers, Professor, School of Social Work, UW-Madison Program Consultants: Judy Borree, Madison School Social Worker Mike Heus, Professor, School of Social Work - UW-Madison
12:45	Adjourn

SOCIAL WORK SPECIAL MODULE

OCTOBER 8, 9, 10, 1976

Friday Morning, October 8, 1976

8:00 - 8:45	Coffee and registration
8:45 - 9:15	Questions and information
9:15 - 11:30	"Procedures for Investigation of Maltreatment Cases" Guest: Mr. Tom Reed, Supervisor Protective Services and Child Abuse Unit Dane County Social Services
11:30 - 1:00	Lunch

* *

Friday Afternoon, October 8, 1976

1:00 - 1:30	"Investigative Interviewing" - Role play and discussion
1:30 - 2:00	"Difficult Client Behavior" - Brainstorm and discussion
2:00 - 2:15	Break
2:15 - 4:00	"Investigation and Follow-Up" Film: "Don't Give Up On Me" Discussion

* *

Saturday Morning, October 9, 1976

8:00 - 8:30	"Overview of Role of the Courts in Child Abuse and Neglect" Guest: Judge William Callow, Waukesha County Court
8:30 - 10:20	Needs Assessment
10:20 - 10:30	Break
10:30 - 11:30	"Kinds of Information that Child Protective Services Workers Need From School Personnel" Guest: Edith Blackhall, Section Supervisor Child Protection and Parent Services Milwaukee Co. Department of Public Welfare
11:30 - 1:00	Lunch

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Saturday Afternoon, October 9, 1976

1:00 - 1:30	"Overview of Role of the Courts in Child Abuse and Neglect"
	Guest: Judge William Callow Waukesha County Court
1:30 - 2:30	"The Role of the Social Worker in Court"
	Guest: Fran Peltz Assistant District Attorney Dane County
2:30 - 2:40	Break
2:40 - 4:00	"Case Management"

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Sunday Morning, October 10, 1976

8:30 - 8:45	Coffee
8:45 - 9:00	Information and Questions
9:00 - 9:30	Child Abuse: Medical Aspects
	Guest: Dr. Catherine DeAngelis, Director Ambulatory Pediatric Services University Hospitals - Madison
9:30 - 10:00	Public Health Nursing and Child Abuse
	Guest: Katherine May, R.N. Assistant Director Dane County Public Health Department Assistant Clinical Professor University of Wisconsin - Madison
10:00 - 11:00	Brunch
11:00 - 12:30	Child Abuse: Law Enforcement
	Guest: Phyllis Schwahn, Instructor Juvenile Justice Administration Police Science Madison Area Technical College

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COMMUNITY RESPONSE SEQUENCE

OCTOBER 22, 23, 1976

Friday Morning, October 22, 1976

8:00 - 8:45	Coffee
8:45 - 9:15	Overview of weekend - handouts
9:15 - 10:30	Midwest Parent-Child Resource Center
	Guest: Janet Stenlund Supportive Services Coordinator Midwest Parent-Child Resource Center Center for Advanced Studies in Human Services
10:30 - 10:45	Break
10:45 - 11:30	Midwest Parent-Child Resource Center
	Guest: Janet Stenlund
11:30 - 1:00	Lunch

* *

Friday Afternoon, October 22, 1976

1:00 - 1:30	Brainstorming -- Stereotypes of other disciplines
1:30 - 2:30	Phases I and II Group Simulation
2:30 - 2:45	Break
2:45 - 4:00	Phase III Group Simulation

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Saturday Morning, October 23, 1976

8:00 - 8:30	Coffee
8:30 - 10:15	General discussion: Purpose of cross-discipline teams in pilot school districts; role of the trainers/planners
10:15 - 10:30	Break
10:30 - 11:00	Philosophy regarding community teams, Helfer's Model, DFS involvement Guest: Wayne Kudick, Social Services Specialist Madison Regional Office Division of Family Services
11:00 - 11:30	Questions and Answers
11:30 - 1:00	Lunch

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Saturday Afternoon, October 23, 1976

1:00 - 2:30	Problems of cross-discipline teams Guests: Judy Borree School Social Worker Madison Public Schools Mike Heus, Professor School of Social Work University of Wisconsin - Madison
2:30 - 2:45	Break
2:45 - 3:45	Problems of cross-discipline teams

GROUP DYNAMICS, CONFLICT RESOLUTION SKILLS, ORGANIZATIONAL DEVELOPMENT AND PUBLIC RELATIONS

NOVEMBER 12, 13, 1976

Friday Morning, November 12, 1976

8:00 - 8:45	Coffee
8:45 - 9:00	Introductions and Questions
9:00 - 10:10	Dan O'Sullivan, Director of Pupil Services Lake Geneva Public Schools Lake Geneva Child Abuse and Neglect Policy
10:10 - 10:30	Break
10:30 - 11:30	Todd Kummer Program and Policy Department Division of Family Services National Outlook on Child Abuse and Neglect
11:30 - 1:00	Lunch

* *

Friday Afternoon, November 12, 1976

1:00 - 1:30	Introduction Mike Heus and Judy Borree - Project Consultants
1:30 - 4:00	Conflict resolution and group decision-making Jim Gray, School Social Worker, Madison Public Schools Clinical Instructor, University of Wisconsin - Madison Organizational Development Specialist

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Friday Evening, November 12, 1976

7:00 - 10:00	Film Festival Popcorn and Beer and Surprises! Union South - check bulletin board for room number

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Saturday Morning, November 13, 1976

8:00 - 8:45	Coffee
8:45 - 9:30	Group Dynamics - Judy and Mike
9:30 - 10:00	Planning in Diads
10:00 - 11:00	Small Group Consultation
11:00 - 11:30	Wind Up
11:30 - 1:00	Lunch

* *

Saturday Afternoon, November 13, 1976

1:00 - 3:00	Public Relations Guest: Mrs. A. Maxine Baumheier School Social Worker Menomonee Falls Public Schools Public Relations Specialist
3:00 - 4:00	Closure

SCHEDULE - MARCH 1, 1977
12:30 - 2:45 p.m.
University of Wisconsin - Whitewater

I. Introductions and Background on Wisconsin Child Abuse and Neglect Training for Educators Project

II. Definitions

III. Theft of Childhood and Discussion

IV. What the Educator Sees - Physical and Behavioral Indicators

V. Reporting and Status of Child Abuse Law

VI. Community Involvement in Prevention, Identification, Referral and Treatment

* *

SCHEDULE - APRIL 6, 1977
4:45 - 7:15 p.m.
Milwaukee, Wisconsin

I. Introductions and Background on Wisconsin Child Abuse and Neglect Training for Educators Project

II. Definitions

III. Theft of Childhood and Discussion

BREAK

IV. Reporting and Status of Child Abuse Law

V. What the Educator Sees - Physical and Behavioral Indicators

VI. Vignettes/Community Involvement in Prevention, Identification, Referral and Treatment

Outline for Presentation to Wisconsin Elementary School Principals' Association, Inc.

September 13, 1976

"Information Awareness Building"

I. Group Questionnaire

II. Basic Definition of Child Abuse and Neglect

- A. Statistics - occurrence, how, why, where, when, etc.
- B. Historical perspective, cultural differences
  - 1. Various means of discipline
  - 2. CA/N is not a selective phenomenon
- C. Indicators of abusive parents - everyone can be a potential abuser
- D. Indicators of Abused Child
  - 1. physical
  - 2. behavior

III. Law (includes school administrators)

IV. Why involvement of the schools?

- A. Kids are in school much of their time - indicators can be detected
- B. Schools are legitimate agencies (good intervention point) (identification and referral - not treatment)
- C. Schools should be interested in the total child and his/her development
- D. Prevention
- E. Follow-up and coordination of services

V. Handouts

- A. Questionnaire
- B. Answer sheet
- C. References and resources
- D. Written explanation for school involvement
- E. Copies of abused child law

PEOPLE RESOURCES

Wisconsin Resources

Since there is no possible way to list the volume of people and agencies in Wisconsin who can serve as resources, we are listing key people and agencies who can in turn give you additional leads.

Wisconsin Resources (Public Schools)

KEY PEOPLE who can offer concrete suggestions and help as to "how" to get it done in the schools!

These people should be used as the primary resources for school districts. The skill areas they can bring to you are:

Child Abuse - General Knowledge
Team Development
Group Dynamics
Community Organization
Public Relations
Collateral Resources - where to find - how to use

*I. Lorraine Davis, Project Director
Wisconsin Child Abuse and Neglect Training for Educators
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-7921

*Chris Eckerman, Project Assistant
School Social Worker
Mukwonago Public Schools
423 Division Street
Mukwonago, WI 53149

*Carol Jarvey, Project Assistant
5584 Guilford Road, #8
Madison, WI 53713

Trainers/planners - Pilot School Districts Participating in Project

⊙Nancy Bongers School Social Worker	Platteville PS (608) 348-2611	Hamner Robbins School 405 E. Main Street Platteville, WI 53818
	Oak Creek PS (414) 762-8000	340 E. Puetz Road Oak Creek, WI 53154
⊙Tom Evert School Psychologist	Beloit PS (608) 365-0131, Ext. 50	220 W. Grand Avenue Beloit, WI 53511
⊙Lyle Neeb School Social Worker	Oconomowoc PS (414) 567-6963	7077 Brown Street Oconomowoc, WI 53066
⊙Dan Nerad School Social Worker	Green Bay PS (414) 497-3951	Home-School Child Study 525 S. Madison Street Green Bay, WI 54301
⊙Rena Palloff School Social Worker	Beloit Public Schools (608) 365-0131	220 W. Grand Avenue Beloit, WI 53511
⊙Carol Rheingans Elementary School Counselor	Eau Claire PS (715) 834-3104 Ext. 75	1222 Mappa Street Eau Claire, WI 54701
⊙Judy Stirsman Public Health Nurse	Bowler PS (715) 793-4614	Shawano Co. Health Dept. Court House Shawano, WI 54166
⊙Joel Strayer School Social Worker	Eau Claire PS (715) 834-8104, Ext. 75	1222 Mappa Street Eau Claire, WI 54701

⊙Dave Daamgard School Social Worker	Wausau PS (715) 845-5279	Thomas Jefferson School 500 Randolph Street Wausau, WI 54401
⊙Rudy Voica School Psychologist	Stevens Point PS (715) 346-2314	Student Services 1519 Water Street Stevens Point, WI 54481
⊙Joyce I. Walter School Social Worker	Lake Geneva PS (414) 248-6609, Ext. 5	Pupil Services 424 Cook Street Lake Geneva, WI 53147

Beloit Cross-Disciplinary Team

Ms. Margaret Antes
Rock County Social Services
306 W. Milwaukee Street
Janesville, WI 53545

Dr. Donald Burandt
Beloit Clinic
1905 Huebbe Parkway
Beloit, WI 53511

Reverend Steve Hartman
First Baptist Church
617 Public Avenue
Beloit, WI 53511

Reverend Luther Jose
United Methodist Church
511 Public Avenue
Beloit, WI 53511

Mr. Arnie Lee
Administrative Assistant
Beloit Public Schools
Municipal Center
220 W. Grand Avenue
Beloit, WI 53511

Sally Magnusen
1136 Hinsdale Avenue
Beloit, WI 53511

Ms. Jane Moller
Beloit City Health Department
Municipal Center
220 W. Grand Avenue
Beloit, WI 53511

Reva Porter
2228 Pow Wow Trail
Beloit, WI 53511

Mr. Wayne Showers
Beloit Police Department
Municipal Center
220 W. Grand Avenue
Beloit, WI 53511

Pat Wisniewski
339 W. Grand Avenue
Beloit, WI 53511

Bowler Cross-Disciplinary Team

Ms. Phyllis Ernst
Stockbridge-Munsee Health Center
Route 1
Bowler, WI 54416

Mr. Don Frisque
Shawano Public Schools
204-210 S. Franklin Street
Shawano, WI 54166

Mr. Neil Gould
School Counselor
Bowler Public Schools
Bowler, WI 54416

Mr. Scott Otto
Shawano Police Department
Shawano, WI 54166

Dr. William Skarie
Route #2
Tigerton, WI 54486

Mr. Richard Stadleman
District Attorney
Shawano County Court House
Shawano, WI 54166

Eau Claire Cross-Disciplinary Team

Emily Anderson, R.N.
City County Health Department
721 Oxford Avenue
Eau Claire, WI 54701

Ms. Sue Brisiel, Detective
Eau Claire Police Department
414 E. Grand Avenue
Eau Claire, WI 54701

John Cunningham
Director of Social Services
Sacred Heart Hospital
900 W. Clairemont
Eau Claire, WI 54701

Mr. Steve Kassing, Patrolman
Eau Claire Police Department
414 E. Grand Avenue
Eau Claire, WI 54701

Mr. Al Lechleitner, Principal
Black/McKinley Schools
Rural Route 1
1266 McKinley Road
Eau Claire, WI 54701

Ms. Della Lee
LFC Teacher
Boyd School
1105 Main Street
Eau Claire, WI 54701

Ms. Karen Miller
Director of Social Services
Luther Hospital
1221 Whipple Street
Eau Claire, WI 54701

Dr. Dale Peterson
Assistant Director
Family Practice Clinic
611 Farwell
Eau Claire, WI 54701

Mr. Fred Roth, Supervisor
Protective Services Unit
Eau Claire Co. Dept. of Social Services
721 Oxford Avenue
Eau Claire, WI 54701

Green Bay Cross-Disciplinary Team

Ms. Darlene Axtell
Guidance Counselor
Preble High School
241 S. Danz Avenue
Green Bay, WI 54302

Ms. Mary Dibble
Supervisor, Child Protection Unit
Brown County Dept. of Social Services
300 South Adams Street
Green Bay, WI 54301

Ms. Helen Fersler
Director of Elementary Education
Green Bay Public Schools
100 North Jefferson Street
Green Bay, WI 54301

Dr. William Hinz
1551 Dousman Street
Green Bay, WI 54301

Pat Lawrence
Green Bay Police Department
100 North Jefferson Street
Green Bay, WI 54301

Ms. Cheryl Smoot
Director of Nursing
Green Bay City Health Department
100 North Jefferson
Green Bay, WI 54301

Ms. Ann Sonenfield
Medical Social Worker
St. Vincent's Hospital
835 S. Van Buren
Green Bay, WI 54301

Oak Creek Cross-Disciplinary Team

Dr. John Alles (Dentist)
9555 S. Howell Avenue
Oak Creek, WI 53154

Mrs. Edith Blackhall
Protective Services Supervisor
Milwaukee County Dept. of Public Welfare
1220 W. Vliet Street
Milwaukee, WI 53208

Mr. Carl Brill
1421 E. Oak Lane
Oak Creek, WI 53154

Mrs. Harriet Brill
1421 E. Oak Lane
Oak Creek, WI 53154

Ms. Joyce Degenhart
School Social Worker
429 Flower Lane
Racine, WI 53402

Mrs. Myrta Holmberg
Director, Oak Creek Health Dept.
City Hall
Oak Creek, WI 53154

Mrs. Kathy Marot
Senior High School Nurse
City Health Department
City Hall
Oak Creek, WI 53154

Mrs. Carolyn Papatriantafyllon
1515 Beach Street
South Milwaukee, WI 53172

Mrs. Marcia Rudolph
3677 W. Southwood Drive
Franklin, WI 53132

Mr. Larry Tylke
13060 W. Southwood Drive
Franklin, WI 53132

Mr. & Mrs. Bill Wawrzonek
(Shelley)
8950 S. 21st Street
Oak Creek, WI 53154

Oconomowoc Cross-Disciplinary Team

Mrs. Nancy Baumler
Director of Nursing
Oconomowoc Memorial Hospital
791 E. Summit Avenue
Oconomowoc, WI 53066

Ms. Mary Dobbs
Social Worker
Oconomowoc Memorial Hospital
791 E. Summit Avenue
Oconomowoc, WI 53066

Ms. Joan Erickson
Public Health Nurse
Waukesha County
515 W. Mooreland
Waukesha, WI 53186

Ms. Carol Johnson
Head Nurse, Emergency Room
Oconomowoc Memorial Hospital
791 E. Summit Avenue
Oconomowoc, WI 53066

Dr. Phillip Marden
340 E. Summit Avenue
Oconomowoc, WI 53066

Mr. Richard Rettke
Social Worker -- Protective Services
Waukesha Co. Dept. of Social Services
500 Riverview Avenue
Waukesha, WI 53196

Mr. Leonard Schacht
(Chief of police)
819 Wood Drive
Oconomowoc, WI 53066

Ms. Betty Schumacher
School Nurse
Oconomowoc Public Schools
7077 Brown Street
Oconomowoc, WI 53066

Mr. Gary Schulze
2713 Meadow Lane
Hartland, WI 53027

Ms. Sherri Smits-Kuehn
Waukesha Co. Public Health Nurse
515 West Mooreland
Waukesha, WI 53186

Detective Herman Steinke
Oconomowoc Police Department
174 E. Wisconsin
Oconomowoc, WI 53066

Mr. John Stowe
Supervisor-Protective Services
Waukesha Co. Dept. of Social Services
500 Riverview Avenue
Waukesha, WI 53186

Mr. Art Wiese
School Psychologist
277 Hillendale Drive
Oconomowoc, WI 53066

Platteville Cross-Disciplinary Team

Mr. Dan Donovan
Platteville Police Department
5 W. Mineral Street
Platteville, WI 53818

Mr. Emil Everix
Assistant District Attorney
537 W. Elm Street
Lancaster, WI 53813

Mr. Kent Fletcher
170 College Drive
Platteville, WI 53818

Ms. Dora Lee Kopp, R.N.
Platteville Municipal Hospital
110 5th Avenue
Platteville, WI 53818

Platteville Cross-Disciplinary Team (cont.)

Ms. Vicki Kuntsman
415 Elmer Street
Platteville, WI 53818

Mr. Don Mlezva
Children's Services Supervisor
Grant County Dept. of Social Services
111 S. Jefferson Street
Lancaster, WI 53813

Mr. Milt Rewey
Elementary Principal
780 N. 2nd Street
Platteville, WI 53818

Ms. Rita Reinke
Grant County Nurses Office
Court House
Lancaster, WI 53813

Ms. Karen Merckx
Platteville Public Schools
780 N. 2nd Street
Platteville, WI 53818

Mr. Percy Stitch
Grant County Sheriff
Lancaster, WI 53813

C. L. Steidinger, M.D.
Doctor's Park
Platteville, WI 53818

Stevens Point Cross-Disciplinary Team

Mr. Jerry Bodzislaw
Sheriff's Department
1516 Church Street
Stevens Point, WI 54481

Mr. Fred Engebretson
Stevens Point Police Department
1516 Church Street
Stevens Point, WI 54481

Miss Nancy Fonk
County Nurse
1450 Strongs Avenue
Stevens Point, WI 54481

Mr. Robert Hanson
Assistant Superintendent
Stevens Point Public Schools
1519 Water Street
Stevens Point, WI 54481

Mrs. Laurel Hoeth
1201 N. Point Drive
Stevens Point, WI 54481

Mrs. Anne Klesmith
County Nurse
1450 Strongs Avenue
Stevens Point, WI 54481

Mrs. Kathy Lazers
Portage County Social Services
1516 Church Street
Stevens Point, WI 54481

Dr. Gene Numsen
Rice Clinic
2501 Main Street
Stevens Point, WI 54481

Mrs. Priscilla Ritter
County Nurse
1450 Strongs Avenue
Stevens Point, WI 54481

Wausau Cross-Disciplinary Team

Mrs. Karen Boller
1025 Graves Avenue
Wausau, WI 54401

Mr. Don Christianson
Principal, Hewitt-Texas El. School
Route 3, Box 380A
Wausau, WI 54401

Mr. David Damgaard
Administrator-Div. of Special Education
407 Grant Street
Wausau, WI 54401

Mr. John Foley
Psychologist, Wausau PS
407 Grant Street
Wausau, WI 54401

Mr. Dave Johnson
Social Worker
Marathon County Health Care Center
1100 Lakeview Drive
Wausau, WI 54401

Mr. Paul Lakey
Family Services Supervisor
Marathon Co. Social Services
302 Grand Avenue
Wausau, WI 54401

Ms. Sue Miller
Teacher-John Muir Middle School
1400 W. Stewart Avenue
Wausau, WI 54401

Dr. Theodore Nicholson
Superintendent of Schools
School District of Wausau
407 Grant Street
Wausau, WI 54401

Mr. Gary Peterson
Wausau Police Department
407 Grant Street
Wausau, WI 54401

Mr. George Pouba
Assistant Principal
Horace Mann Middle School
515 Scott Street
Wausau, WI 54401

Dr. Sheldon Schooler
Stahmer Clinic
404 S. 3rd Street
Wausau, WI 54401

Ms. Alma Scott
Counselor, Wausau West High
1200 W. Wausau Avenue
Wausau, WI 54401

Ms. Carol Seefeldt
158 Eau Claire Boulevard
Wausau, WI 54401

Ms. Lena Seidel
Social Services Counselor
Wausau Hospitals
Maple Hill
Wausau, WI 54401

Mr. Dan St. Louis
Director of Social Work
School District of Wausau
407 Grant Street
Wausau, WI 54401

Ms. Hazel Tanger
Teacher-Horace Mann Middle School
515 Scott Street
Wausau, WI 54401

Mr. Tom Urmanski
School Social Worker
Wausau Public Schools
407 Grant Street
Wausau, WI 54401

Ms. Dorothy Vavra
Health Nurse
Marathon County Court House
Forest Street
Wausau, WI 54401

Wisconsin Resources (Agencies)

These people should be utilized from a technical and legal standpoint in the area of child abuse and neglect.

Division of Community Services
1 West Wilson Street
Madison, WI 53702
➤ Louise Bakke, Staff Development Section (608) 266-2527
➤ Todd Kummer, Program & Policy Development Section (608) 266-1934
➤ Allen Willowby, Pamphlet Distribution (608) 266-8001

Division of Community Services
Social Service Specialists:
➤ Region I (Madison) Wayne Kudick (608) 249-0441
➤ Region II (Milwaukee) Kenneth Menting (414) 224-4501
➤ Region III (Green Bay) Donald Brey (414) 494-9641
➤ Region IV (Rhinelander) Robert Walsh (715) 362-7800
➤ Region V (Eau Claire) Lee Smook (715) 832-1631
➤ LaCrosse District - Lawrence Hubert (608) 788-7000

County Departments of Social Services contacts, addresses and phone numbers should be available from the above persons.

Don L. Druckrey, Director
Child and Family Services
Lutheran Children's Friend Society
6138 Harwood Avenue
Wauwatosa, WI 53213

David Besaw, Director
Phyllis Ernst, R.N.
Stockbridge-Munsee Health Center
Route 1
Bowler, WI 54416

Elaine Carpenter
Division of Mental Hygiene
Bureau of Mental Health
1 West Wilson Street
Room 540
Madison, WI 53702

Nancy Wilhelm
71 Blackhawk Street
Rock Valley Communication TV 2
Janesville, WI 53545

Helen Heinz
Community Action Agency
Shawano, WI 54166

Eric Pierson
Wisconsin Judicare, Inc.
129 N. River Drive
Wausau, WI 54401
(715) 842-1681

Wisconsin Resources (Interdisciplinary)

These people should be utilized as technical and legal assitants who could provide information re: child abuse and neglect from the viewpoint of their respective disciplines. The four disciplines listed are those which were included on the cross-discipline teams and who are most likely to be the primary professions dealing with cases of child abuse and neglect.

Law Enforcement

Phyllis K. Schwahn, Instructor
Juvenile Justice Administration
Madison Area Technical College
211 North Carroll Street
Madison, WI 53703

Lt. Ray Kurth
Commanding Officer
Youth Aid Section
Madison Police Department
Madison, WI 53709

Attorney Henry J. Plum
Senior Legal Counsel
Milwaukee Co. Dept. of Public Welfare
Milwaukee, WI 53208

Frank T. Crivello
Assistant District Attorney
Milwaukee County
821 West State Street
Safety Building, Room 412
Milwaukee, WI 53233

Judge William E. Jennaro
Juvenile Court Judge
10201 W. Watertown Plank Road
Milwaukee, WI 53226

Judge Michael D. Goulee
Juvenile Court Judge
10201 W. Watertown Plank Road
Milwaukee, WI 53226

Medicine

Phillip A. Bond
Associate Clinical Professor
Pediatrics - Wisconsin Medical College
Milwaukee Children's Hospital
1700 West Wisconsin Avenue
Milwaukee, WI 53222

K. Eugene Bostian, M.D.
Department of Pediatrics
Janesville Riverview Clinic, Ltd.
580 North Washington Street
Janesville, WI 53545

William E. Segar, M.D.
Department of Pediatrics
University Hospitals
1300 Univesity Avenue
Madison, WI 53706

Catherine DeAngelis, M.D.
University Hospitals
1552 University Avenue
Madison, WI 53706

Gerald E. Porter, M.D.
Marshfield Clinic
Marshfield, WI 54449
(Committee chairman of
ad hoc citizen's committee
to review Wisconsin's Child
Abuse reporting law)

Nursing

Florence Wetzel
Dane County Public Health Dept.
210 Monona Avenue
Madison, WI 53715

Carol M. Janney, School Nurse
Sau Prairie Public Schools
213 Maple Street
Sauk City, WI 53583

Social Work

Max Wald
National Advisory Committee Member
Child Abuse and Neglect
11 Frederick Circle
Madison, WI 53711

Ann Rosenberg
Advisor, Parents Anonymous
40 Glenway Street
Madison, WI 53705

There are numerous other social work resources in this booklet. They are interspersed in the Division of Community Services, County Social Service Units, University Systems, Regional and National Resources

Independent

Dick Timmers
Midwest Sexual Counseling Center
22 N. Midvale Boulevard
Madison, WI 53705

Melanie G. Ramey
Systems Approach to Human Resources, Inc.
Sexual Abuse Expert
P. O. Box 9621
Madison, WI 53715
(608) 251-6468

Holly Lasee
Youth Services Bureau
101 E. Mifflin Street
Madison, WI 53703

Sharon Stroup
Parents Anonymous
1101 Rowell Street
Madison, WI 53715

Joyce Moulton
Consutant-Advisor,
Parents Anonymous
Sunset Court
Madison, WI 53705

University of Wisconsin System

Adrienne A. Haeuser, Director
Midwest Parent-Child Welfare Resource Center
P. O. Box 413
Milwaukee, WI 53201

Judy Borree, Consultant
Wisconsin Child Abuse and Neglect
Training for Educators
School of Social Work
University of Wisconsin-Madison
425 Henry Mall
Madison, WI 53706

Carol Brocker, Ph.D.
308 Salisbury Hall
Whitewater, WI 53190
(414) 472-1479

Dr. Alfred Kadushin
School of Social Work
University of Wisconsin-Madison
425 Henry Mall
Madison, WI 53706

Mike Heus, Consultant
Wisconsin Child Abuse and Neglect
Training for Educators
School of Social Work
425 Henry Mall
Madison, WI 53706

Ed Buxton
University of Wisconsin Extension
Center for Social Services
610 Langdon Street
Madison, WI 53706

Projects

Douglas Johnson, President
Child Abuse/Neglect Network, Inc.
Rock and Green Counties
Green County Unified Services

Melanie McIntosh, Supervisor
Columbia Co. Social Services
Columbia Co. Advisory Committee
on Child Abuse and Neglect
Administration Building
Portage, WI 53901

regional resources

The Midwest Parent-Child Resource Center - Adrienne A. Haeuser, Director
P. O. Box 413
Milwaukee, WI 53201

Audio-Visuals	Tom Bell, Maggie Melvin
Publications	
Organizations	Laura Daniel
Workshops	
Conferences	Janet Stenlund

And other general information local, regional, and national with respect to Child Abuse and Neglect

Tom Bell is responsible for the Midwest Center's Information Center and the Center newletter.

Laura Daniel is the Supportive Services Coordinator and "covers" Michigan, Minnesota and Ohio.

Jan Stenlund, Supportive Service Coordinator, "covers" Illinois, Indiana and Wisconsin.

Forrest Lewis
Child Abuse and Neglect Specialist
Region V
Office of Child Development
300 S. Wacker Drive
Chicago, IL 6060

PROJECT THRIVE
Indianapolis Urban League
Patricia Smith, Project Director
445 N. Pennsylvania Avenue, Suite 714
Indianapolis, Indiana 46204

* * *

NATIONAL RESOURCES

Douglas J. Besharov, Director
National Center on Child Abuse and Neglect
Children's Bureau
Office of Child Development
Dept. of Health, Education & Welfare
P. O. Box 1182
Washington, D.C. 20013

Diane D. Broadhurst
Coordinator, Project Protection
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850
(301) 424-2848

Bruce Fisher
The URSA Institute (Curriculum)
Pier 1 1/2
San Francisco, CA 94111
(415) 398-2040

Brian Fraser, Director
National Committee for the Prevention of Child Abuse
Suite 510
111 East Wacker Drive
Chicago, IL 60601

Jim Harrell - Karen Mitchell
National Center on Child Abuse and Neglect
Office of Child Development
P. O. Box 1182
Room 5831
Washington, D.C. 20013
(202) 755-0593

Daniel Jensen, Chief
Office of Personnel Development and Training
D.S.H.S. MS-143
OB-11 P. O. Box 1788
Olympia, Washington 98504

C. D. Jones, Ph.D., Jr.
Child Abuse and Neglect Project
Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203
(303) 893-5200

W. Stanley Krueger
Special Program Director
U.S. Office of Education
400 Maryland Avenue, W.
Washington, D.C. 20202

The American Humane Association
Children's Division
5351 S. Roslyn Street
Englewood, Colorado 80110

Vice-President Fritz Mondale
(Author of Child Abuse and Neglect Legislation)
The White House
Washington, D.C.

Paul Wohlford, Ph.D., Coordinator
NIMH Training Materials for Child Abuse Prevention
Division of Manpower and Training Programs
National Institute of Mental Health
5600 Fishers Lane
Rockville, Maryland 20582

Can-Do
Child Abuse and Neglect Demonstration Organization
302 East Central
Belton, TX 76513
(Parent education for high school students)

Child Welfare League of America
67 Irving Place
New York, NY 10003

Natl. Center for the Prevention and Treatment of Child Abuse and Neglect
University of Colorado Medical Center
1205 Oneida
Denver, CO 80220
(303) 321-3963

The Black Child Development Institute, Inc.
1463 Rhode Island Ave., N.W.
Washington, D.C. 20005
(202) 387-1281

Child Welfare Resource Information Exchange
HEW-National Center for Child Advocacy, Suite 501
2011 Eye Street, N.W.
Washington, D.C. 20006

National Organizations

Kay Drews
Project Director
American Public Welfare Association
1155 16th Street, N.W.
Washington, D.C. 20036

Philip J. Gross
Research Associate
International Association of Chiefs of Police
11 Firstfield Road
Gaithersubrg, MD 20760

Gerald E. Hughes
Project Director
American Academy of Pediatrics
1801 Hinman Avenue
Evanston, IL 60201

Sandra Thomas
Research Attorney
National College of District Attorneys
College of Law
University of Houston
Houston, TX 77004

Leila Whiting
Project Director
National Association of Social Workers, Inc.
1425 H Street, N.W.
Suite 600
Washington, D.C. 20005

Other Educational Agencies

Spencer Holland, Ph.D.
D.C. Public Schools
Dept. of Pupil Personnel
Presidential Building
415 - 12th Street, N.W.
Washington, D.C. 20004

Marcia Maisenbacher
Project Director
Illinois Office of Education
100 North First Street
Springfield, IL 62777

Mary McCaffrey, Project Coord.
Child Abuse and Neglect Project
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Wallace M. Lornell
Associate in School Social Work
Bureau of School Psychological and Social Services
New York State Education Dept.
55 Elk Street
Albany, NY 12234

Audio-visuals AND Publications

Films and Filmstrips

Annotated Bibliography

The following films and filmstrips are the audio-visual component of the URSA (Urban and Rural Service Associates) curriculum developed by the National Center on Child Abuse and Neglect. These are available on loan from:

Department of Public Instruction
I. Lorraine Davis
126 Langdon Street, Room 509
Madison, WI 53702

If you wish your own copies, these may be ordered from:

The National Audio-Visual Center
GSA - Order Section
Washington, D.C. 20409

Please use order number which appears opposite each item.

Individual filmstrips - $12.50 each
Individual films - $150.00 each
Total package of filmstrips - $150.00
Total package (films and filmstrips) - $1,1000.00

After January 1, 1978, the films will be transferred to BAVI and should be rented from:

Bureau of Audio-Visual Instruction
1327 University Avenue
Madison, WI 53706

Unit 1: Introduction to the Curriculum

Working Together (film, 40 minutes) 000541
The film consists of interviews with members of multi-disciplinary teams or councils in three different communities: San Diego, California (a small coastal city); Montgomery County, Maryland (an affluent suburb of Washington, D.C.); and Salina, Kansas (the county seat of a rural midwestern county). These communities cover the range and sizes and types of communities that have developed and can develop effective multi-disciplinary approaches.

Unit 3: Identifying the Physically Abused Child

"Physical Indicators of Abuse, Signs of Alert" - Part A 000544
"Physical Abuse, What Behavior Can Tell us" - Part B (filmstrip) 000549
The filmstrip presents an overview of physical and behavioral indicators of physical abuse. Part A looks at major external and internal physical manifestations of abuse. Part B looks at child behavior and interactions between children and parents which may indicate abuse.

Abusive Parents (film, 35 minutes) 000562
This film includes excerpts from a panel discussion by four women incarcerated at the California Institute for Women for crimes involving child abuse, followed by an interview with Elsa Ten Broeck, founder and former director of a therapeutic day care center for abused children and their families. The interview covers the social context of abuse, personal and family dynamics that may contribute to abuse, and a generic profile of abusers.

Unit 4: Identifying the Neglected Child

"Identifying Neglect, Before It's Too Late" (filmstrip) 000561
This filmstrip shows some typical forms of neglect and its behavioral and physical indicators. It raises the issue of child neglect as a serious problem, but one which is frequently difficult for professionals to identify -- especially when it seems to involve differences among child-rearing practices in various cultural and socio-economic groups.

Unit 6: Identifying the Sexually Abused Child

Sexual Abuse (film, 50 minutes) 000612
This film provides an overview of intra-family sexual abuse of children: what it is, common myths, physical and behavioral indicators, family dynamics, how to conduct examinations and investigations with a minimum amount of psychological damage to the child, and different approaches to the problem among various professionals.

Unit 8: Reporting Child Abuse and Neglect

"Issues in Reporting Child Abuse and Neglect" (filmstrip) 000615
This filmstrip dramatizes a variety of reasons child care professionals may be reluctant to report cases of suspected child abuse and neglect, followed by interviews with professionals in the child abuse field who suggest ways of minimizing this resistance and improving the system. The filmstrip also includes information on the origin, purpose and basic provisions of reporting laws.

Unit 9: Investigating Child Abuse and Neglect

Investigating Reports of Child Abuse and Neglect (film, 35 minutes) 000623
This film dramatizes investigations of 1) a reported incident of alleged physical abuse, and 2) a report of an unsupervised child. The film presents comments from practitioners who are responsible for investigating reports of child abuse and neglect. The discussion following the film focuses on the differing approaches to investigation of social workers and police, and how the investigations in the film might have been done differently, by both disciplines, given different sets of circumstances during the investigation (e.g., the presence of the father during the interview in the Garrett case).

Unit 10: Case Planning and Referral

"Case Planning and Referral" (filmstrip) 000625
The filmstrip looks at case planning from both the family's and the professional's point of view. Using a case history, it examines the major problems encountered in each part of the process - assessment, treatment planning, and case monitoring - and presents some solutions to these problems that have improved the effectiveness of agency and individual efforts.

Unit 12: Coordinating Community Response to Child Abuse and Neglect

Working Together (film, 40 minutes) 000541
The film consists of interviews with members of multi-disciplinary teams or councils in three different communities: San Diego, California (a small coastal city); Montgomery County, Maryland (an affluent suburb of Washington, D.C.); and Salina, Kansas (the county seat of a rural midwestern county). These communities cover the ranges and sizes and types of communities that have developed and can develop effective multi-disciplinary approaches.

Unit 13: Specialized Training for Social Work Professionals
The Social Worker in Court (Module 2)

Presenting the Case (film, 35 minutes) 000627
Trainees view a film that shows a social worker testifying in a juvenile court child abuse hearing. A narrator critiques the testimony, highlighting major points. Following the film, trainees discuss examples of rules of evidence, rules of testimony, and cross-examination.

Unit 14: Specialized Training for Medical and Health Professionals
The Diagnosis of Child Abuse and Neglect (Module 1)

"Medical Indicators of Abuse and Neglect" (filmstrips)
Five short filmstrips will be shown, each focusing on one of the following conditions: sexual abuse, neglect, and physical abuse as manifested by skin trauma, bone injuries, and internal injuries. Each filmstrip presents the medical indicators and special concerns to be aware of in diagnosing abuse and neglect.

Unit 14: Specialized Training for Medical and Health Professionals
The Diagnosis of Child Abuse and Neglect (Module 1) cont.

Part One: Skin Trauma	000629
Part Two: Internal Injuries	000629
Part Three: Skeletal Injuries	000636
Part Four: Neglect	000643
Part Five: Sexual Abuse	000684

The Medical Interview (Module 2)
The Interview (film, 40 minutes) 000695
This film presents an actual interview between a parent of a suspected abused child and a physician. The film demonstrates important interviewing principles for the medical interview, and outlines one approach to gathering important medical, social, and psychological information with which to conduct an assessment and treatment plan. In the discussion session after the film, the group is encouraged to review the film's content, trainee reactions to and feelings about the film, and the interview process demonstrated.

Observing the Behaviors of Children and Parents (Module 3)
Slide Vignettes (1 hour, 35 minutes) 000664
Six series of slides are shown, each of which suggests a story line to the viewer by means of the behaviors depicted in the slides. Trainees are asked to interpret the pictures by making up stories to accompany each set of slides. Trainees then share and compare their stories with the group, illustrating variations in interpreting behavioral indicators.

The Legal Context of Child Abuse and Neglect (Module 6)
"Issues in Reporting Child Abuse and Neglect" (filmstrip) 000615
This filmstrip (from Unit 8) dramatizes a variety of reasons child care professionals may be reluctant to report cases of suspected child abuse and neglect, followed by interviews with professionals in the child abuse field which suggest ways of dealing with this resistance. The filmstrip also includes information of the evolution, purpose and provisions of child abuse and neglect reporting laws. The brief discussion following the filmstrip concentrates on reasons why some professionals are reluctant to report and ways by which individuals and communities have dealt with resistance portrayed in the filmstrip.

The Medical Witness in Court (Module 7)
The Medical Witness (film, 35 minutes) 000696
The film portrays a physician carrying out the various functions involved in testifying as an expert medical witness in a juvenile court child abuse case. The doctor is seen in a pre-trial interview with the county attorney assigned to present the case in court, and later as an expert witness as the adjudicatory hearing. A narrator highlights the main points made by the film's dramatizations.

Unit 15: Specialized Training for Educators

"Child Abuse and Neglect - What the Educator Sees" (filmstrip) 000702
This filmstrip depicts physical and behavioral indicators of abuse and neglect which children are likely to display in a school setting. The filmstrip also discusses the unique vantage point that teachers and other educators have in identifying and responding to abused and neglected children. Following the filmstrip, trainees discuss physical and behavioral indicators they have encountered in their schools -- what the indicators were, whether other professionals would have been able to recognize these maltreated children, and the difficulties which the educator faces in trying to decide when to respond in such cases.

Unit 16: Specialized Training for Law Enforcement Professionals

The Role and Responsibilities of Law Enforcement in Child Abuse and Neglect Cases (Module 1)
Abusive Parents (film, 35 minutes) 000562
This film includes excerpts from panel discussion by four women incarcerated at the California Institute for Women for crimes involving child abuse, followed by an interveiw with Elsa Ten Broeck, founder and former director of a therapeutic day care center for abused children and their families. The interview covers the social context of abuse, personal and family dynamics that may contribute to abuse, and a generic profile of abusers.

Identifying Child Abuse and Neglect (Module 2)
"Identifying Child Abuse and Neglect" (filmstrip)
These four filmstrips describe the major physical and behavioral manifestations of physical abuse, neglect, and sexual abuse, and some of the major concerns of professionals in identifying child abuse and neglect. Filmstrips:

- "Indicators of Physical Abuse -- Signs of Alert" 000544
- "Behavioral Indicators of Abuse -- What Behavior Can Tell Us" (from Unit 3) 000549
- "Identifying Neglect, Before It's Too Late" (from Unit 4) 000561
- "Medical Indicators -- Part 5, Sexual Abuse" (from Unit 14, Module 1) 000684

Investigation (Module 3)
Investigating Reports of Child Abuse and Neglect (film, 35 minutes) 000623
This film dramatizes investigations of 1) a reported incident of alleged physical abuse, and 2) a report of an unsupervised child. The film presents comments from practitioners who are responsible for investigating reports of child abuse and neglect. The discussion following the film focuses on the differing approaches to investigation of social workers and police, and how the investigations in the film might have been done differently, by both disciplines, given different sets of circumstances during the investigation (e.g., the presence of the father during the interview in the Garrett case).

The following films and slide tapes are additional audio-visual materials which have been utilized to supplement the URSA curriculum audio-visuals. Those which have an asterisk before them are available on loan from:

Department of Public Instruction
I. Lorraine Davis
126 Langdon Street, Room 509
Madison, WI 53702

*Theft of Childhood (slide/tape, 20 minutes)
Inability to please parent - meet parent's need
Result in feelings of inadequacy
Inconsistent parenting - inability to develop expectations of parent

Available through:
Minnesota Child Welfare Training Project
University of Minnesota
1507 University Avenue, S.E.
Minneapolis, MN 55414

*Child Abuse: Cradle of Violence
Deals with parenting
Parental feelings of guilt
Teenage parenting classes as prevention
Potential for abuse in all parents - how they deal with anger - parental stress
Points up parental isolation, lack of knowledge regarding parenting

Available through:
Motorola Teleprograms, Inc.
4825 N. Scott Street
Suite 23
Schiller Park, IL 60176

*Helfer Tapes and Self Training Manual

These cassette tapes (and accompanying manual) cover a wide range of topics including family dynamics, identification of abuse and neglect situations, community response systems and treatment. This is excellent for any individual who wants a good overview (or review) of the whole area of Child Abuse and Neglect.

*Cipher in the Snow (film, 30 minutes)

This film depicts a case of emotional maltreatment and/or neglect in the family and school setting.

Available through:
University of Wisconsin-LaCrosse
Dr. Richard Papenfuss
Health Education
LaCrosse, WI 54601

Or order from:
Brigham Young University
Media Marketing W-STAD
Pravo, Utah 84602
(801) 374-1211 ext. 4071

Dessie (play, 45 minutes and discussion time)
Excellent 2 actor play dealing with the abusive mother. Very emotional. Viewers aren't left with the usual "happy ending", thus emphasis is on the quality of later group discussion. Such discussion should be with groups of 10-15.

Available through:
The Independent Eye
409 Fairway Drive
Lancaster, PA 17603
(717) 393-9088

The Battered Child (film, 1 hour)

Available through:
Division of Family Services
(Louise Bakke)
1 West Wilson Street
Madison, WI 53702

Or order from:
Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

"The Battered Child Syndrome" (ten Bensel slides)
Collection of slides which describe and portray medical evidence of abuse. Strong content. Suggest use would tend to be for M-team or building awareness with hospital and medical staff

Available through:
Division of Family Services
Madison Regional Office
(Wayne Kudick)
3601 Memorial Drive
Madison, WI 53704

*Incest: The Victim Nobody Believes (film, 20 minutes)

This film communicates the fears, confusion, isolation and guilt of a young girl trapped in a home where she is continually subjected to sexual abuse. By its frank and intimate discussion of the typical problems and effects of sexual abuse, the film begins to break down the traditional taboos that have forced the incest victim to remain silent and encourages society to recognize the reality of the problem and begin to do something about it.

Available through:
The J. Gary Mitchell Film Co., Inc.
2000 Bridgeway
Sausalito, CA 94965
(415) 332-5760

Home Sweet Home

Emotional neglect from child's point of view. Intended for 9 and 10 year olds. 2 boys who consider running away. One boy has greater provocation and need to do so. The second boy changes his mind. Could lead to interesting discussion with specified age group or with parenting workshop.

Available through:
Inside-Out Series
AIT
Box A
Bloomington, IN 47401
(812) 339-2203

Don't Give Up On Me

Shows good worker/client relationship and use of other resources to meet mother's needs. Deals with worker's frustrations. Presentation of practical approach.

Available through:
Motorola Teleprograms, Inc.
4825 N. Scott Street
Suite 23
Schiller Park, IL 60176

NIMH Audio-Visuals on Child Abuse and Neglect

Available through:
Dr. Paul Wohlford
National Institute for Mental Health
Room 9C-09
5600 Fishers Lane
Rockville, Maryland 20857
Attention: Child Abuse Prevention

The Neglected (film, 30 minutes)

Available through:
Division of Family Services Central Office
(Louise Bakke)
1 West Wilson Street
Madison, WI 53702

Or order from:
International Film Bureau, Inc.
322 S. Michigan Avenue
Chicago, IL 60604
(312) 427-4545

William (film, 20 minutes)

Emotional neglect. Good for discussion and possibly teacher inservice.

Available through:
Rudy Voica
Lincoln Center
1519 Water Street
Stevens Point, WI 54481

*Package for Educators (includes "What the Educator Sees")

Available through:
Mary McCaffrey, Project Coordinator
Child Abuse and Neglect Project
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660
Cost: $14.50

Fragile Handle With Care

Available through:
Wisconsin Department of Health and Social Services
718 W. Claremont Avenue, Box 228
Eau Claire, WI 54701

Or order from:
The Independent Order of Foresters
High Court of Southern California
100 Border Avenue
Solana Beach, CA 92705
(714) 755-5158

*Children in Crisis: Child Abuse and Neglect (series of 5 filmstrips and cassette tapes.

This filmstrip set takes a close look at what child abuse and neglect really is; it examines the abuser as well as alternatives for helping those caught in the destructive web of maltreatment.

Available through:

Parents' Magazine Films, Inc.
80 New Bridge Road
Bergenfield, NJ 07621

The Last Taboo (film, 30 minutes)

Acquaints the viewer with the general topic of sexual abuse and the after effects and feelings of the victim.

Order from:

Motorola Teleprograms, Inc.
4825 N. Scott Street
Suite 23
Schiller Park, IL 60176

Tape on Sexual Abuse

Ask for:

Kaak Tape from the 1976 conference on child abuse and neglect
H. Otto Kaak
Children's Hospital
Education Department
Columbus, Ohio
Cost - $2.50

"Why Don't We Do Something?" (video-tape, 30 minutes)

The Community Team Concept - Mounting a Multidisciplinary Attack on Child Abuse and Neglect

Available through:

Midwest Parent-Child Resource Center
P. O. Box 413
Milwaukee, WI 53201

Publications

The publications listed below include classic works and recent publications. This is not an exhaustive list, but rather an attempt to give parents, teachers, pupil services personnel and other professionals sources for further reading.

BOOKS

________, How to Plan and Carry Out A Successful Public Awareness Program on Child Abuse and Neglect, National Center on Child Abuse and Neglect, Children's Bureau, Office of Child Development/Office of Human Development, U.S. Department of Health, Education, and Welfare, DHEW Publication No. (OHD) 76-30089.

Adams, James L., Conceptual Blockbusting: A Pleasurable Guide to Better Problem Solving, San Francisco Book Company, Inc., San Francisco, CA, 1976.

Bagnall, Jim and Don Koberg, The Universal Traveler. A Soft-Systems Guidebook to: Creativity, Problem-Solving, and the Process of Design, William Kaufmann, Inc., Los Altos, California, 1974.

Bakan, David, Slaughter of the Innocents: A Study of the Battered Child Phenomenon, San Francisco, CA., Josey-Bass, 1971.

Caulfield, Barbara, Legal Aspects of Child Abuse and Neglect, U.S. Gov't. Printing Office, 1977. Available through: Ms. Mildred Arnold, Social and Rehabilitation Services. 330C Street, N.W., Washington, D.C. 20201

Fontana, Vincent J., Somewhere A Child is Crying-Maltreatment-Causes and Prevention, New York, McMillan Company, 1973.

Gil, David G., Violence Against Children, Cambridge, Massachuesetts, Harvard University Press, 1970.

Johnson, David A., Reaching Out: Interpersonal Effectiveness and Self-Actualization, Prentice-Hall, Englewood Cliffs, N.J., 1972.

Justice, Blair and Rita, The Abusing Family, Human Services Press, 72 Fifth Avenue, New York, N.Y. 10011, 1976.

Kempe, C. Henry, M.D., and Helfer, Ray E., M.D., Helping the Battered Child and His Family, Lippincott, 1972.

Kristal, Helen F., The Role of the School in Child Abuse and Neglect, American School Counselor Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009, 1977.

Polansky, N., De Saix, C., Sharlin, S., Child Neglect: Understanding and Reaching the Parent, Child Welfare League of America, New York, 1972.

Richette, Lisa Aversa, The Throwaway Children, J. B. Lippincott, Philadelphia and New York, 1969.

Schmuck, Richard, Philip Runkel et. al., Handbook of Organization Development Schools, National Press Books, Palo Alto, CA, 1971

PAMPHLETS

Child Abuse and Neglect: The Problem and Its Management
- Volume 1: "An Overview of the Problem"
- Volume 2: "The Roles and Responsibilities of Professionals"
- Volume 3: "The Community Team: An Approach to Case Management and Prevention"

Working With Abusive Parents From a Psychiatric Point of View, Brandt Steele.

The Diagnostic Process and Treatment Programs, Ray Helfer.

All of the above are available from:
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Children and Neglect, Clair Hancock, Washington, U.S. Department of Health, Education, and Welfare.

A Look at Child Abuse, National Committee for Prevention of Child Abuse, Suite 510, 111 East Wacker Drive, Chicago, IL 60601.

Child Abuse is Scary, Parents Anonymous National Headquarters, 2810 Artesia Blvd., Suite F, Redondo Beach, CA 90278.

EDUCATION COMMISSION OF THE STATES, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (303) 893-5200.

- "Child Abuse and Neglect: Model Legislation for the States", Report No. 71, March 1976. ($3.00)
- "Education for Parenthood: A Primary Prevention Strategy for Child Abuse and Neglect", Report No. 93, December 1975. ($3.50)
- "Education Policies and Practices Regarding Child Abuse and Neglect and Recommendations for Policy Development", Report No. 85, April 1976. ($2.00)
- "Trends in Child Abuse and Neglect Reporting Statutes", Report No. 95, January 1977. ($2.00)
- "Teacher Education - An Active Participant in Solving the Problem of Child Abuse and Neglect", Report No. 99, April 1977. ($2.00)

ARTICLES

________, Children Today, May-June 1975. (Entire issue devoted to problem of child abuse and neglect)

Bean, Shirley L., "The Parents' Center Project: A Multiservice Approach to the Prevention of Child Abuse", Child Welfare, May 1971, p. 277-282.

Gil, David G., "What Schools Can Do About Child Abuse", American Education, 5:5(4):2-4, April 1969.

Holmes, Sally A. et. al., "Working With the Parent in Child-Abuse Cases", Social Casework, 56:1, January 1975.

Rochester, Dean E., "What Can the Schools Do About Child Abuse?", Today's Education, 57:43-43, September 1968.

Schultz, LeRoy G., "The Child Sex Victim: Social, Psychological and Legal Perspectives", Child Welfare, 52(3): 147-157, March 1973.

Shaw, Anthony, M.D., "Team Approach to Child Abuse", Advocacy for Children, Department of Health, Education, and Welfare, Office of Child Development, Winter 1974.

Ten Broeck, Elsa, "The Extended Family Center - A Home Away From Home for Abused Children and Their Parents", Children Today, p. 2-6, March-April 1974.

Helfer, Ray, M.D. Self-Instructional Program in Child Abuse and Neglect, (Six units, cassettes and manual). Information available through: Dr. Ray Helfer, Department of Human Development, College of Human Medicine, Michigan State University, East Lansing, Michigan 48824

The American Humane Association, The Child Welfare League of America, and The Children's Bureau of the U.S. Department of Health, Education, and Welfare have publication lists available to the public.

The American Humane Association
Children's Division
P. O. Box 1266
Denver, Colorado 80201

Child Welfare League of America, Inc.
67 Irving Place
New York, New York 10003

U.S. Department of Health, Education and Welfare
Children's Bureau
Washington, D.C.
(Request the Bibliography on the Battered Child, 1969)

Ten Bensel, Robert W., M.D., Syllabus for the Inter-Disciplinary Course on Child Abuse. Available through: Director, Maternal and Child Health Program, School of Public Health, University of Minnesota, Minneapolis, MN 55410 ($2.00)

Newsletters and mailing lists to register with:

"Checkpoints"
RISWR - Joan Adams, Editor
463 N. Mildedge Avenue
Athens, Georgia 30603
(404) 542-7614

"Virginia Child Protection Newsletter"
Division of Social Work
Center for Child Abuse Education
University of Virginia Medical Center
Box 223
Charlottesville, Virginia 22901

"Caring"
The National Committee for Prevention of Child Abuse
Suite 510
111 East Wacker Drive
Chicago, IL 60601
Single copies 75¢
Membership - $10.00 - includes newsletter

"Exchange"
A bulletin of the Child Welfare Resource Information Exchange
HEW-National Center for Child Advocacy
Suite 501
2011 Eye Street, N.W.
Washington, D.C. 20006

"Thriving"
Indianapolis Urban League, Inc.
445 N. Pennsylvania Avenue
Suite 714
Indianapolis, IN 46204

Policies

Beloit

I. General Goals

The Beloit Public Schools concerns itself with the welfare of all children. Furthermore, the overall goals of education are to help students to be more effective citizens and parents. The Board Policies of the Beloit Public Schools state, "Growth in respect for property, authority and the rights of others shall be vital to the development of a mature attitude on the part of the student towards his/her conduct in a democratic and free society". It is recognized that the impact of child abuse and/or neglect would have a profound effect on this goal and on the learning process.

The Beloit Public School System is aware of the importance of its role in the identification and referral of cases of suspected child abuse and neglect. Because of the large amount of time school personnel spend with children, they are in a unique position to identify and refer children who may be abused or neglected, thus helping to prevent further instances and to provide intervention which may help to break the cycle of abuse and/or neglect.

II. Specific Referral Process

Wisconsin Statutes require that school personnel as listed in the law, who suspect that a child may be abused, report same to the designated authorities. The law furthermore grants immunity from prosecution to those who report in good faith. (Please see section B for neglect referrals.)

The following reporting procedure shall be used when referring a child for suspected abuse and/or neglect:

A. Suspected physical abuse, sexual abuse or severe neglect

1. Any school employee covered under the law who suspects that a child has been abused physically or sexually, or severely neglected, shall report this immediately to their building principal. Severe neglect includes abandonment and children who are undernourished.

2. The principal shall immediately contact the school social worker or psychologist of his/her building. If the school social worker or psychologist for that building is not available, the report shall be made to the Director of Pupil Services or School Nurse. The school social worker, psychologist, Director of Pupil Services or nurse, shall investigate the report at that school and then report their findings to Rock County Social Services, Protective Services Unit. This report shall be made early enough in the day so that a social worker from Rock County Social Services can begin his/her investigation by interviewing the child at school.

The school social worker or psychologist shall inform the Director of Pupil Services within 24 hours after a referral is made. The Director of Pupil Services shall then inform the Superintendent of Schools.

3. The telephone report to Rock County Social Services shall be followed as soon as possible by a written report (see attached form).

4. The reporting school social worker or psychologist shall contact the social worker from Rock County Social Services by phone three (3) days after the report is made to receive feedback on the progress of investigation. The school social worker or school psychologist shall then report back to the building principal and Director of Pupil Services. The Director of Pupil Services shall inform the Superintendent of Schools.

B. Neglect

1. Cases of suspected neglect, other than severe neglect, shall be handled by the Building Consultant Team at each building. Intervention shall be planned using the school social worker and/or psychologist, and other community resources. All such intervention shall be documented and, if unsuccessful in remediating the situation, shall be referred to Rock County Social Services according to the above procedure.

School Report of Suspected Abuse or Neglect

CHILD'S NAME ____________________ DATE OF BIRTH __________ SEX ____

ADDRESS ____________________ TELEPHONE ____________________

SCHOOL ____________________ GRADE ____________________

PARENT'S NAME ____________________ ADDRESS ____________________

DATE OF ALLEGED INCIDENT ______________________________

1. Reason for Referral

2. Describe any previous occurrences

3. Attempted interventions

4. Action taken by school (To whom reported)

______________________________ ____________________

Signature and Position of Reporter   Date of Report

IN-SERVICE PROPOSAL

I. General

The Beloit Public School system is aware of the important role educators play in the referral of children who are suspected of being abused or neglected. As part of the commitment to this area the school system encourages active, ongoing in-service to create an awareness on the part of school personnel.

School staffs will be made aware of information on the following areas:

Child Abuse and Neglect Legislation
School Policy
Referral Procedures
Indicators of Abuse and Neglect

II. Specific

A. It is recommended that "Cipher in the Snow" be shown at the orientation meeting to all staff in the fall. The purpose would be to create interest in the area of child abuse and neglect.

B. The Department of Pupil Services will be responsible for providing in-service to building staffs. It is hoped that each building staff will receive in-service during September and October 1977. Two meetings are suggested:

1. Describe dynamics of problem using "Theft of Childhood". Also, provide staff with specific indicators using "What the Educator Sees". A discussion will be held in regard to the indicators. Proper caution will be stressed so that hopefully, inappropriate referrals are avoided.

   The use of cable TV will be considered when the A-V materials are used.

2. The second meeting will be devoted to a presentation of school policy and the referral system. It is also recommended that a social worker from Social Services present information on the referral process, and follow-up services.

C. It is recommended that the film "Incest: The Victim Nobody Believes" be shown to all physical education staff and guidance counselors. The purpose would be to create an awareness of the problem and allow for discusssion.

D. Pupil Services staff and principals will receive in-service the week prior to orientation day.

E. It is recommended that Pupil Services staff meet with the PTA council executive board to discuss program ideas that can be used at PTA's during 1977-1978.

F. It is recommended that a list of resource materials, speakers, etc., be made available to appropriate secondary teachers for use in their classroom. For example, appropriate classes may include Child Development, Social Studies, Physical Education.

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Bowler

The Bowler Board of Education has an overall philosophy of helping each child to develop to his or her fullest potential. It is recognized that each child will not develop to this extent because of varying circumstances. The purpose of this policy is to intervene for those students who are the victims of child abuse and neglect. This policy will adopt a procedure whereby students suspected of being abused or neglected can be referred to proper authorities in an organized manner.

The Bowler School System believes that better results can be obtained if we work positively with parents, help them become better parents, and try to alleviate the stress or other kind of situation rather than to punish. School people are in a unique position to identify children or families that are in trouble. Our efforts will be in training the staff to recognize the indicators of abuse or neglect, to systematically refer suspected cases of abuse or neglect, and to work with the parents in eliminating the conditions that caused the problem.

1. For the purposes of this policy we will use the following definitions: Child Abuse - any injury - physical, sexual, or emotional - inflicted on a child by another by other than accidental means or an injury which is at variance with the history given of it. Child Neglect - the condition or situation of a child which results in the impairment of his physical, mental, or emotional well-being or safety or when the natural and probable consequence of failure to provide adequate food, shelter, clothing, education, physical protection, medical, dental, or surgical care is likely to endanger the child's well-being or safety.
2. Reports on abused or injured children - (1) A physician or surgeon being of the opinion as specified in s.905.04(4)(e), or a nurse, hospital administrator, dentist, social worker or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise and followed by a report in writing to a county child welfare agency specified in s.48.56(1), the sheriff of the county or the city police department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff of the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city police department determines that legal action is necessary, he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s.48.56(1) shall investigate each report and act in accordance with its powers and duties as set forth in s.48.57.

(2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting there-from shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.
(3) Anyone knowingly and willfully violating this section by failing to file a report as required, may be fined not more than $100 or imprisoned not more than 6 months or both.

BASIS FOR REPORTING

It shall be the responsibility of all Bowler School staff to report all cases of neglect or abuse. This is in compliance with Wisconsin Statute 48.981 which requires reporting of child abuse and neglect. The following procedures are intended to set up an organized system of training, identification, referral, and reporting.

Staff who refer students for suspected child abuse or neglect are immune from liability, in fact; by statute, there is a criminal penalty of a fine or jail sentence or both for failure to report.

TRAINING

Yearly the staff of Bowler School will have an inservice training session on the indicators which identify conditions of child neglect. All staff members will also have proper training in the referral process. Whenever appropriate, staff members will provide supportive services when this is a part of a treatment plan.

IDENTIFICATION

Following are the indicators which Bowler School staff people should be sensitive to in child abuse or neglect cases. IT SHOULD BE KEPT IN MIND, HOWEVER, THAT EXCEPT IN OBVIOUS CASES OF PHYSICAL ABUSE, NO ONE INDICATOR BY AND OF ITSELF NECESSARILY MEANS THAT THE CHILD IS EXPERIENCING ABUSE OR NEGLECT.

1. A child who is frequently absent or late. Whether his problem is at home or in school or within himself, known to his parents or not, his habitual lateness or absence strongly suggests a maladjustment.
2. A child who arrives at school too early and hangs around after classes without apparent reason. He may not be welcome or cared for at home. He may hate his home or be afraid of it.
3. A child who is unkempt and/or inadequately dressed. If he is dressed inappropriately for the weather, if his clothing is dirty and torn, if he is habitually unwashed, if other children don't like to sit near him because they think he smells bad, he is clearly neglected.

4. A child who more than occasionally bears bruises, welts, and other injuries. Will he say how he got them? Does he complain of being beaten at home? Is he always fighting?
5. A child who is hyperactive, aggressive, disruptive, destructive in behavior. He may be acting out his own hostility. He may be reflecting the atmosphere at home. He may be imitating his parents' behavior. He may be crying out for attention and help.
6. A child who is withdrawn, shy, passive, uncommunicative. He is too compliant or too attentive to comply at all, he has sunk into his own internal world, a safer one, he thinks, than the real world. His message is in his passivity and silence.
7. A child who needs, but is not getting medical attention. He may have untreated sores. He may have an obvious need for dental work. He may need glasses to see the blackboard.
8. A child who is undernourished. What is the reason - poverty or uncaring parents?
9. A child who is always tired and tends to fall asleep in class. Either he is not well, his parents are neglecting to regulate his routines, or he is simply unable to get to bed and to sleep because of his family problems.
10. A parent who becomes overly aggressive and abusive when approached with a view of discussing the child's apparent problems.
11. A parent or child who is slovenly, dirty, and possibly smelling of alcohol.
12. A child who describes parents' behavior as bizarre and unusual.
13. A child whose behavior is observed by school personnel to be strange, bizarre, irrational, or unusual in any way.
14. A child who has a sudden drop in achievement.

REFERRAL PROCEDURES

Teachers are asked to be aware of problems students exhibit in school. They should be sensitive to the indicators listed above and work with students and parents in the alleviation of these problems. In difficult cases, the principal should be notified and he will set up a committee to deal with the situation. The committee will be composed of the Principal, Guidance Counselor, and two of the child's teachers. The following procedure will be followed:

1. If the safety or well-being of the child is in jeopardy, the Committee will immediately refer the child to the Department of Social Services or sheriff's department. The school will at all times cooperate with the Department of Social Services in its investigation and any of the supportive agencies that may intervene for the child.
2. The committee may deal directly with parents in the problem area in hopes of alleviation of the problem. A special school program may also be instituted.
3. If a combination of indicators, or serious problem with one indicator leads to a suspicion of neglect or abuse, referral will be made to the Department of Social Services by the Principal. The staff will cooperate with any investigation and will stand ready to provide any supportive services where this is part of a treatment plan. Regardless of the determination of the Department of Social Services, the staff should continue to work with the child in his problem areas.

Eau Claire

Introduction

The incidence of reported child abuse and neglect has increased nationally as well as in Eau Claire County. Because the Eau Claire School System is concerned with the whole child, seeking help for the child who is suspected to be abused or neglected is compatible with educational objectives. In dealing with this problem, the schools recognize the need to develop clearly defined school policies, referral procedures, and in-service programs.

The Eau Claire School System believes in a positive approach to child protection, pursuing a preventative and therapeutic approach to child abuse and neglect rather than a punitive approach. School personnel can be aware and sensitive to the causes of child abuse and neglect, assuring accurate reporting. Prevention of the problem can be affected by various curriculum additives and/or revisions. Effective treatment of the family in trouble can involve close cooperation between the home and school and/or other agencies.

In conjunction with a federally funded project initiated by the Wisconsin Department of Public Instruction, the Eau Claire School System, through the interest of the Pupil Services Director, Dr. James R. Jacobs, selected representatives, Joel Strayer, School Social Worker and Carol Wheingans, Elementary Counselor to serve as trainer/planners for the project in Eau Claire.

A cross-discipline team of community professionals was established to develop policy and procedures with regard to the identification, referral, and reporting of suspected child abuse in the Eau Claire School District.

Members of this team included:

Emily Anderson, R.N.
City-County Health Department

Sue Brisiel, Detective
Eau Claire Police Department

Al Lechleitner, Principal
Black/McKinley Schools

Della Lee, LFC Teacher
Boyd School

Steve Kassing, Patrolman
Eau Claire Police Department

Dr. Dale Peterson, Asst. Director
Family Practice Clinic

Fred Roth, Supervisor
Protective Services Unit
E.E. Co. Dept. of Social Services

Karen Miller
Director of Social Services

John Cunningham
Director of Social Services
Sacred Heart Hospital

In-service and curriculum recommendations will be dealt with separately in an effort to create more awareness of the problem and develop more techniques and programming which may lessen the future impact of child abuse and neglect.

The following statement has been adopted by the Eau Claire Board of Education and the referral procedures will be the administrative policy of the Eau Claire Public Schools for the reporting of suspected cases of child abuse and neglect.

Policy Statement on Child Abuse and Neglect

The Eau Claire Board of Education recognizes the serious local, state, and national problems associated with child abuse and neglect. The Board also recognizes the legal responsibility for reporting suspected cases of child abuse to the proper constituted state, county, or local authorities.

Since school employees are in a unique position to identify potential cases of abuse and/or neglect of children, responsible action by school employees can be achieved through recognition and understanding of the problem, knowing the reporting procedures, and participating in the information programs in child abuse provided for Eau Claire Public School employees.

Based on these legal requirements and moral commitments, the Board directs the administration to develop guidelines which will provide direction for school staff members in identifying and reporting suspected child abuse/and or child neglect cases. Such guidelines should make staff personnel aware that by state statute they are immune from civil and/or criminal liability when reporting suspected child abuse cases. Failure to report may result in legal action.

To maintain awareness on the part of all professional staff members, the Eau Claire Public Schools will cooperate with other appropriate community agencies in providing periodic staff development on the subject of child abuse and neglect.

Policy Statement Modifications

Changes will be made, as necessary, to conform with changes and/or revisions in the state statutes.

Wisconsin Child Abuse Law

Chapter 48.981, Wisconsin Statutes, reads as follows: REPORTS ON ABUSED OR INJURED CHILDREN. (1) A physician or surgeon being of the opinion as specified in s.905.04(4)(e), or a nurse, hospital administrator, dentist, social worker or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise, and followed by a report in writing to a county child welfare agency specified in s.48.56(1), the sheriff of the county or the city police department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff of the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city policy department determines that legal action is necessary he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s.48.56(1) shall investigate each report and act in accordance with its powers and duties as set forth in s.48.57.

(2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.

(3) Anyone knowingly and willfully violating this section by failing to file a report as required, may be fined not more than $100 or imprisoned not more than 6 months or both.

Procedure for Reporting Cases of Child Abuse

The following procedures are to be used in referring suspected child abuse:

1. Any school employee who suspects that a child has been abused shall report this immediately to his/her school administrator who will verify the report.

2. The school administrator will immediately make an oral report of all suspected child abuse to the designated school social worker and if he/she is not available, to the Director of Pupil Services. If neither is available, all suspected child abuse cases shall be immediately reported orally to the Eau Claire County Department of Social Services or the Eau Claire Police Department or the Eau Claire County Sheriff's Department. Thereafter, the school social worker will be notified of such report by the school administrator as soon as possible. If there is any doubt or question in reporting such cases, it should be resolved in favor of the child.

3. The administrator shall attempt to notify the parents that child abuse is suspected, and that the school is required by law to make a report to the county department of social services.

4. The school social worker and/or Director of Pupil Services shall receive all reports of suspected child abuse from the school administrator and report same immediately to the Eau Claire County Department of Social Services or when that office is not available, the Eau Claire Police Department or the Eau Claire County Sheriff's Department. Within two (2) working days, the school social worker or Director of Pupil Services shall submit a written report to the Eau Claire County Department of Social Services (see Appendix A). A duplicate copy of the report will be retained with the Department of Pupil Services.

5. The Eau Claire County Department of Social Services, after investigating the suspected child abuse referral, shall within two (2) weeks, submit a written response to the Department of Pupil Services regarding the status of the referral (see Appendix B). Continuing dialogue will occur between the school social worker and the referral source.

6. All appropriate school personnel shall be available to provide supportive services when this is part of the treatment plan. It is anticipated that an interagency team approach will be utilized when necessary. This team might include representatives from the school, Eau Claire Department of Social Services, and other community resources.

7. Any repeated suspected child abuse incidents on a previously referred child will be reported as outlined above.

8. If there are no significant changes from the standpoint of the school following a referral, the Department of Pupil Services may request a new status report and/or an interagency conference.

Reporting Procedure Modifications

Changes will be made, as necessary, to conform with changes and/or revisions in the state statutes.

Procedures for Reporting Cases of Child Neglect

Chapter 48.13, Wisconsin Statutes, reads as follows: Jurisdiction over children alleged to be neglected or dependent. The juvenile court shall have the exclusive jurisdiction over:

1. A child who is alleged to be neglected because:

   A. He is abandoned by his parent, guardian or legal custodian; or

   B. He is without proper parental care because of the faults or habits of his parent, guardian or legal custodian; or

   C. He is without necessary subsistence, education or other care necessary for his health, morals or well-being because his parent, guardian or legal custodian neglects or refuses to provide it; or

   D. He is without the special care made necessary by his physical or mental condition because his parent, guardian or legal custodian neglects or refuses to provide it; or

   E. His occupation, behavior, condition, environment, or associations are such as to injure or endanger his welfare or that of others; or

   F. He is in a home for which a license is required and which any agency authorized by law to license foster homes has refused to license; or

   G. He has been placed in a home for adoption for which approval by the county court is required by s.48.63 and the county court has refused to approve the home; or

   H. He is in the custody of a person whose petition to adopt him has been denied by the county court and the case has been transferred to the juvenile court under s.48.95; or

   I. He comes within the provisions of s.48.12 but his conduct results in whole or in part from parental neglect.

School personnel are not required by law to report suspected child neglect, although the Department of Social Services has statutory authority to investigate reports of suspected child neglect.

The following procedures should help to protect the child suspected of being neglected and should enhance family functioning:

1. Any school employee who suspects a child is being negelcted by his/her caretakers is strongly encouraged to report this to his/her school administrator.

2. The school administrator will report any suspected neglect of a child to the school social worker.

3. The school social worker will review the school information and assess the need for home contact, use of other school resources and need for referral to appropriate community resources.

4. If the above interventions do not reduce suspected neglect situations, the school social worker will make a formal referral to the Eau Claire County Department of Social Services.

5. The Eau Claire County Department of Social Services, after investigating the suspected child neglect referral, shall within two (2) weeks submit a written response to the Department of Pupil Services regarding the status of the referral. Continuing dialogue will occur between the school social worker and the referral source.

6. All appropriate school personnel shall be available to provide supportive services when this is part of the treatment plan.

7. If there are no significant changes in a suspected neglect referral from the standpoint of the school, the Pupil Services Department may request a new status report and/or interagency conference.

POLICY REPORTING MODIFICATIONS

Changes will be made, as necessary, to conform with changes and/or revisions in the state statutes.

Appendix A

* CONFIDENTIAL * * CONFIDENTIAL *

REASON FOR REFERRAL: (Circle One)
ABUSE NEGLECT

MAIL TO:
Eau Claire Co. Dept. of Social Services
727 Oxford Avenue
Eau Claire, WI 54701

DATE REPORTED: ____________

CHILD'S NAME: ____________ SEX: ____________ BIRTHDATE: ____

ADDRESS: ____________ CITY: ____________ COUNTY: ____________

OTHER CHILDREN IN HOME:

NAME	SEX	BIRTHDATE

PARENT/CUSTODIAN: ____________ ADDRESS: ____________

CITY: ____________ COUNTY: ____________

DIRECTIONS TO HOME: ____________

DESCRIPTION OF CHILD'S CONDITION (Please refer to guidelines, Appendix C) ____

____________ (Use additional pages, if necessary)

EVIDENCE OF PREVIOUS SUSPECTED NEGLECT: ____________

REMARKS: ____________

MEASURES TAKEN TO NOTIFY PARENTS/CUSTODIANS: ____________

REACTION OF FAMILY MEMBERS: ____________

REPORTER: ____________ POSITION: ____________ DATE: ____________

SCHOOL ADMINISTRATOR'S SIGNATURE: ____________

DATE OF SIGNATURE: ____________

NOTE: Physicians, surgeons, nurses, hospital administrators, dentists, social workers, and school administrators are required by the Child Abuse Law, 49.981, to report to the Eau Claire County Department of Social Services (839-4747), the Eau Claire Police Department (839-4972), or the Sheriff (839-4701) all suspected cases of child abuse. Immunity from criminal and civil liability is outlined in 48.981.

Wisconsin State Statutes do not mandate the reporting of alleged neglect. However, the County Department of Social Services has statutory authority to investigate reports of suspected neglect. Reporting may be done via telephone or written referral.

File Report in Duplicate: Original to the Dept. of Social Services
Copy to the Department of Pupil Services

*** CONFIDENTIAL *** Appendix B *** CONFIDENTIAL ***

NOTE: The Eau Claire County Department of Social Services fills out this report two weeks after the original referral to inform school personnel of the case status.

MAIL TO: Director of Pupil Services
Eau Claire Board of Education
1222 Mappa Street
Eau Claire, WI 54701
TELEPHONE: 834-8104

LIST CHILDREN IN THE HOME: (Place an asterisk by the name of the child/children involved in report and/or services)

NAME	SEX	BIRTHDATE

PARENT(S)/CUSTODIAN: ____________ ADDRESS: ____________

CITY: ____________ COUNTY: ____________ PHONE: ______

PROTECTIVE SERVICES WORKER ASSIGNED: ____________

FOLLOW-UP CONTACT: ____________

DECISION OF REFERRAL: (CHECK ONE)

_____ NO NEGLECT/ABUSE FOUND AS REPORTED

_____ NEGLECT/ABUSE AS REPORTED EXISTS (CIRCLE ONE)

(1) MORE INVESTIGATION REQUIRED
(2) SERVICES OFFERED AND ACCEPTED
(3) SERVICES REFUSED BUT INVOLVEMENT CONTINUING
(4) COURT REFERRAL

SERVICES OFFERED AND/OR REFERRAL TO OTHER AGENCIES: (LIST) ____________

____

____

WORKER'S ANTICIPATED FREQUENCY AND LENGTH OF INVOLVEMENT: ____________

____

____

REQUEST FOR ____ TEAM APPROACH ____ INDIVIDUAL COUNSELING ____ OTHER:
____ STAFFING ____ EDUCATIONAL ASSESSMENT ________

ADDITIONAL REMARKS: ____________

____

____

SIGNATURE OF PROTECTIVE SERVICE WORKER: ____________

DATE OF SIGNATURE: ____________

Appendix C

CHILD ABUSE

A report must be submitted on any case in which child abuse is suspected. It is not necessary to observe outward signs of injury to the child. Neither is it necessary for the reporter to establish proof that abuse has occurred. Protection of the child is paramount. If abuse is suspected, a report must be submitted.

Examples of Observable Abuse of a Child:

1. Bilateral bruises; extensive bruises; bruises of different ages; patterns of bruises caused by a particular instrument (belt buckle, wire, straight edge, coat hanger, etc.).
2. Burn patterns consistent with forced immersion in a hot liquid (a distinct boundary line where the burn stops); burn patterns consistent with a spattering by hot liquids; patterns caused by a particular kind of implement (electric iron, etc.) or instrument (circular cigarette burns, etc.).
3. Lacerations; welts; abrasions.
4. Injuries inconsistent with information offered.
5. Injuries inconsistent with child's age.
6. Sexual abuse, whether physical injuries are sustained or not, is any act or acts involving sexual molestation or exploitation, including but not limited to incest, rape, carnal knowledge, sodomy, or unnatural or perverted sexual practices.

CHILD NEGLECT

There is no requirement in law to report suspected neglect, but such a report is highly encouraged.

Examples of Observable Neglect of a Child:

1. Malnourished; ill-clad; dirty; without proper shelter or sleeping arrangements; lacking appropriate health care.
2. Unattended; without adequate supervision.
3. Ill and lacking essential health care.
4. Denied normal experiences that produce feelings of being loved, wanted, secure (emotional neglect).

5. Irregular school attendance.
6. Exploited, overworked.
7. Emotionally disturbed due to continuous friction in the home, marital discord, mentally ill parents.
8. Exposed to unwholesome and demoralizing circumstances.
9. Abandoned
10. Physically abused or cruelly treated.

NOTE: The above examples do not prove that abuse or neglect has actually occurred, but provide evidence for further investigation.

●●●●●●●●●●●●●●●●●●●●●●

Green Bay

Subject: Proposed Policy and Procedures for the identification, reporting and referral of suspected child abuse, neglect and emotional maltreatment cases. These have been developed by the Child Protection Task Force, Green Bay Public School System. This Task Force has been composed of school and community professionals involved in the problem area of child abuse and neglect. Members participating have been:

Daniel Nerad - Chairperson, School Social Worker
Darlene Axtell - Guidance Counselor, Preble High School
Dr. William Hinz - Pediatrician
Cheryl Smoot - Director of Nursing
Green Bay City Health Department
Helen Ferslev - Director of Elementary Education
Green Bay Public Schools
Mary Dibble - Supervisor of Child Protection Unit
Brown County Department of Social Services
Ann Sonenfield - Medical Social Worker
St. Vincent's Hospital
Pat Lawrence - Green Bay Police Department

Proposed Policy Statement on Suspected Child Abuse and Neglect

The Green Bay Board of Education recognizes the serious local, state and national problem of child abuse and neglect. The following represents a comprehensive approach toward the identification and reporting of suspected child abuse and neglect.

The Green Bay School System is concerned with the whole child, seeking help for the child who is suspected of having been abused or neglected. This is compatible with educational objectives. It is also recognized that undue stress within families may result in abuse and neglect.

School personnel are in a unique position to identify children and families that may be under stress.

The Green Bay Board of Education believes in a positive approach to child protection, involving preventatives and therapeutic approach. School personnel can be aware of and sensitive to the causes of child abuse and neglect, assuring appropriate reporting. Inservice training to school personnel will help facilitate this process.

Mandated Agencies

According to Wisconsin State Law (48.56), the County Department of Social Services is charged with the responsibility of receiving and investigating referrals of children alleged to be abused, neglected, or dependent. In Brown County a specialized Child Protective Services Unit has been set up for this purpose. Law enforcement agencies are also mandated to receive and investigate reports.

Confidentiality

School policy regarding confidentiality of records shall pertain to reporting child abuse and neglect. Pertinent information regarding facts and circumstances forming the opinion regarding suspected abuse and neglect must be given to the investigating agency in the best interests of the child. This may include statements of the child's condition, child and parental behavior, and child parental interaction.

Definitions

"Child" means any person under 18 years of age

"Abuse" means any injury, physical or sexual, inflicted on a child by other than accidental means by any person*

"Sexual abuse" refers to rape or molestation of child, whether or not physical injury is sustained

"Emotional maltreatment" refers to injury to the intellectual or psychological capacity of the child as evidenced by an observable and substantial impairment in his ability to function within a normal range of performance and behavior, with due regard for his culture

"Neglect" refers to the failure or refusal to provide the basic needs of the child. This can include failure to provide adequate supervision, nutrition, shelter, education and medical care. Neglect can be thought of as an act of omission.

Information and Procedures for Reporting Suspected Abuse

48.981 REPORTS ON ABUSED OR INJURED CHILDREN. (1) A physician or surgeon being of the opinion as specified in s.905.04(4)(e), or a nurse, hospital administrator, dentist, social worker or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise, and followed by a report in writing to a county child welfare agency specified in s.48.56(1), the sheriff of the county or the city policy department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff of the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city police department determines that legal action is necessary, he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s.48.56(1) shall investigate each report and act in accordance with its powers and duties as set forth in s.48.57.

---

*Physical and behavioral indices for the above definitions are noted in Appendix A.

(2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.

(3) Anyone knowingly and willfully violating this section by failing to file a report as required may be fined more than $100 or imprisoned not more than 6 months, or both.

A. School personnel who are either directly or indirectly engaged in the practice of education, who have knowledge of or reasonable cause to suspect that a child is being physically or sexually abused, shall immediately report the information to their school administrator or his appointee. This appointee shall be selected by the school adminstrator. It is recommended that this appointee be a guidance counselor on the secondary level and a teacher on the primary level.

B. The school administrator, his appointee or the school social worker will immediately report orally (Appendix B) all suspected child abuse to the intake worker for Protective Services, Brown County Department of Social Services.

C. If the child is in immediate physical danger, reports should be made directly to the police department.

D. If the building administrator or his appointee is not available, anyone can and should report to the Child Protection Unit, and, at a later time, inform the administrator.

E. The school social worker will be notified by the person making the referrals as soon as possible if such report is made directly to Protective Services.

F. If there is any doubt or question in reporting such cases, it should be resolved in favor of the child. Consultation between administrator and school social worker should be encouraged, keeping in mind prompt reporting is essential.

G. Any repeated suspected child abuse on a previously referred child should be reported as outlined in Steps A-F.

H. Within 48 hours after oral report is made, the school social worker will submit a written report to the Child Protection Unit (Appendix C1).

I. The Child Protection Unit, after investigating the suspected child abuse, will within two weeks submit a written response to the school social worker regarding the status of the referral (Appendix C2). The school social worker will immediately share this information with the building administrator.

Procedures for Reporting Suspected Neglect

In general, the reporting procedure for suspected neglect is identical to the reporting procedure for suspected abuse. Neglect cases are often less emergent and more difficult to substantiate. For these reasons, differences in procedures will be used regarding assessment of the situation and feedback from the Child Protection Unit.

A. In other than emergency situations, in which the child would be in immediate physical danger, suspected neglect cases will be reviewed by person(s) suspecting neglect, the school administrator, and the school social worker. This group will evaluate the situation to determine if neglect might exist or whether further information is needed to substantiate the likelihood of the claim.

B. In emergency situations reports should be made directly to the police department.

C. Written reports regarding the status of the referral from the Child Protection Unit to the school social worker will be submitted within 30 days (Appendix C2).

Procedures for Reported Suspected Emotional Maltreatment

In reporting suspected emotional maltreatment cases, use the same procedures relative to reporting suspected neglect cases.

I. Indicators of Abuse

A. Characteristics of Abusive Parents

Insecure
Inability to show affection
Lack of self-worth
Belief that children should be punished for failures
Unrealistic expectations placed on child
Were abused themselves as children
Parent/child needs don't coincide
Belief that punishment has educational value
No establishment of basic trust by parents
Few things child does wins parents approval
Unpredictable behavior
Delay unduly in getting child help
Believe child is property of parents

B. Physical Indices of Abused Children

Hungry
Poorly clothed
Unkempt
Poor skin color
Listless
Non-verbal communication
Bruises in various stages of healing
Welts and burns
Evidence of repeated injury
Unexplained injury
Evidence of repeated fractures

C. Behavioral Indices of Abused Children

Overly compliant
Passive
Undemanding behavior aimed at maintaining a low profile
Avoids confrontation which may lead to further abuse
Extremely aggressive
Demanding and rageful behavior caused by continual frustration
Overly adaptive behavior in response to unresolved needs of parent
Lags in development
Temper tantrums
Short attention span
Appears fearful

D. Clinical Presentation

Injury doesn't match history given by caretaker
Parent is often seeking help
A lot of stress in family
Reluctance of parents to give information
Parents inappropriate reaction to severity of injury
Inconsistent social history

II. Indicators of Neglect

A. Abandonment
   1. Children who are abandoned totally or for long periods of time.

B. Lack of Supervision
   1. Children who are inadequately supervised for long periods of time or when engaged in dangerous activities.
   2. Children left in care of younger children.

C. Lack of Adequate Clothing or Hygiene
   1. Children dressed inadequately or suffering persistent illnesses associated with excess exposure.
   2. Severe diaper rash or other persistent skin disorders resulting from improper hygiene.
   3. Dirty, smelly, ragged and generally in terrible disrepair.

D. Lack of Medical or Dental Care
   1. Children whose needs for medical or dental care or medication and health aids are unmet.

E. Lack of Adequate Education
   1. Fails to attend school regularly due to faults of parents.

F. Lack of Adequate Nutrition
   1. Children lacking sufficient quantity or quality of food.
   2. Children who consistently complain of hunger.
   3. Children who suffer severe developmental lags.
   4. Malnourished and emaciated.

G. Lack of Adequate Shelter
   1. Structurally unsafe housing or exposed wiring.
   2. Inadequate heating.
   3. Unsanitary or filthy living conditions.
   4. Overcrowded.
   5. Poor ventilation.

H. Exploited
   1. Have extensive responsibilities placed on them, though very young, to care for home and other young children.
   2. Overworked beyond physical endurance.
   3. Forced to beg and steal.

In identifying neglect, be sensitive to:
   1. Issues of poverty vs. neglect.
   2. Differing cultural expectations and values.
   3. Differing child rearing techniques.

III. Indicators of Sexual Abuse

A. Underlying Family Conditions

Prolonged absence of one parent.
Loss of parent.
Severe overcrowding.
Lack of social and emotional contacts.
Geographic isolation.
Alcoholism.
Passive parent.
Seductive child.

B. Behavioral Indicators

Regression (retreat into fantasy).
Delinquency or aggression.
Poor peer relationships.
Extremely protective parenting.
Unwillingness to participate in activities.
Running away.
Drug use and abuse.
Indirect allusions.

IV. Emotional Abuse Indicators

1. Denied normal experiences that produce feelings of being loved, wanted, secure and worthy.
2. Rejected through indifference.
3. Rejected overtly - left alone, blamed for problems, abused verbally.
4. Emotionally neglect is intangible, but the child's behavior often reveals visible symptoms such as hyperactivity, withdrawal, overeating, fire-setting, nervous skin disorders, psychometric complaints, autism, suicide attempts, truancy, delinquency, failure to thrive, aggressiveness, discipline problems.
5. Children who are chronically dirty.

Appendix B

Information to Protective Services reported orally should include:

Name of child suspected to be abused.
Name of parent.
Address and phone numbers.
Names and ages of all children within the family.
School.
Grade.
Facts and circumstances forming the opinion.

Appendix C

C-1 Confidential School Report

Mail to:

Brown County Dept. of Social Services
Child Protection Unit
300 S. Adams
Green Bay, Wisconsin 54301

Note: Physicians, surgeons, nurses, social workers, hospital administrators, dentists and school administrators are required by the child abuse reporting law to report to the local Child Protection Unit (497-3500 ask for the intake worker, Child Protection Unit).

______ Abuse ______ Neglect ______ Emotional Maltreatment

Child(ren)'s Name ______________ Sex ____ D.O.B. __________

______________ ____ __________

______________ ____ __________

Other children in family:

Name ______________ Sex ____ D.O.B. __________

______________ ____ __________

______________ ____ __________

Address: ______________ Phone: __________

City: ______________ County: __________

Directions to home: ______________________

____

____

Parent(s) or Custodian(s) Name: ______________________

Address: ______________________

Phone: ______________________

Presenting complaint(including brief description of child's condition):

____

____

____

Present problem (including evidence of previous suspected abuse, neglect, emotional maltreatment: ______________________________

____

____

____

Person alleged to have abused child:

__ Babysitter __ Peer __ Mother __ Father __ Stepmother __ Stepfather

__ Other (Specify)

School performance (including pertinent health information):

____

____

____

School History (if known)

Place of employment ______________________________
Previous places of residence ______________________________
Community school activities ______________________________
Family under stress? ______________________________
Problems with other siblings? ______________________________

Reporter:

School:

Date:

Remarks:

Child Protection Unit Report

Appendix C-2

Child referred: ______________________

Parent's Name: ______________________

Address: ______________________

School: ______________________

By Whom Referred: ______________________

Date Referred: ______________________

Assigned social worker ______________________ Phone: __________

Remarks:

Child Protection Unit 497-3500

When Brown County Social Services receives a referral of alleged abuse from a school, the assigned social worker will, in most cases, go immediately to the school to speak with the child and school personnel and to view any injuries that may be present. In severe cases, the worker may request that a police photographer come to the school to document the injuries. All of these activities can be performed without parental permission. Afterwards, the worker speaks with the parents, without mentioning the source of the complaint. The worker discusses the complaint with the parents and tries to determine whether abuse has occurred and/or if there are problems and stresses in the family that could lead to abuse. A judgement must also be quickly made as to whether or not the child is in immediate danger in that home. If the worker believes that the child is in imminent danger, he/she proceeds to notify the court and request an Emergency Custody Order with temporary placement of the child in a foster home. In the great majority of the cases, however, removal is unnecessary, and the child remains in his/her home while the social worker assists the family in solving their problems.

With referrals of alleged neglect, the procedure is much the same, except that there is rarely a need to see the child in school before the parents are contacted. In situations of both abuse and neglect, coordinated case planning may require a meeting between Child Protection and school personnel.

Green Bay City Health Department
Community Health Nursing Division
497-3664

COMMUNITY HEALTH NURSES' ROLE IN CHILD ABUSE AND NEGLECT CASES IN THE SCHOOLS

This paper represents the intention of the Green Bay Health Department Community Health Nursing Division to work in cooperation with the Green Bay Public School System in relation to child abuse and neglect. The goal of our involvement is to work with the community to provide a safe and healthy environment for children and their families.

The Green Bay City Health Department, Community Health Nursing Division, will continue according to state statute reporting suspected cases of child abuse and neglect to the Protective Services Division of the Brown County Social Services Department.

All referrals to the Community Health Nurse that come to the Health Department will come through the Director of Nursing who will act as a referral and resource person in the agency and will delegate referrals according to the residence of the client. It is understood that the Community Health Nurse will clarify her role and determine the type and amount of nursing assessment and intervention that is appropriate and feasible in each individual case.

Service offered may include:

- assessment and counseling regarding immunization status
- teaching and assisting parents to identify developmental stages and their role in each stage
- child care support, guidance, and information
- discussion and referral to other health agencies for services (i.e., education, financial help)
- discussion of appropriate use of physician and assistance with follow through on physician recommendation and orders
- nutrition education
- accident prevention education
- helping to coordinate school and home

All intervention will be recorded which includes goals and progress notes and a summary of information will be available to the Brown County Social Services Department.

We expect a sharing of information from the school in cases where we are actively involved. A coordinated effort will help individualize each case and eliminate any unnecessary duplication or confusion.

We also will participate in inservice education as a key to keeping knowledgeable and current in all areas of health promotion and accident prevention.

Parents Anonymous

432-8444

Parents Anonymous is a self-help group for parents who are, or feel they are about to abuse their children. P.A. meetings are a place where people with the same kinds of problems can get together and talk about them. It is a place where people can learn to talk about anger, frustration, and loneliness. It is a place where people can learn new ways of handling their problems.

The local P.A. chapter has a professional sponsor and a great chairman who provides leadership for the group. It is affiliated with the national Parents Anonymous organization. All members are self-referred. The chapter maintains a 24 hour crisis telephone answering service at 432-8444. This number may also be called for information. Posters, pamphlets and speakers on Parents Anonymous may be obtained by calling this number.

……

Lake Geneva

CHILD PROTECTION SUBCOMMITTEE

INTRODUCTION

The incidence of reported child abuse and neglect has increased nationally, in Walworth County and the Lake Geneva area. The Lake Geneva Schools have referred suspected child abuse and neglect to the Walworth County Department of Social Services to the extent that such situations have come to their attention.

Child abuse and neglect is recognized as a problem which needs to be examined further in an effort to develop clearly defined school policies, referral procedures, inservice programs and curriculum revisions or additions.

The Guidance and Counseling Committee was requested to deal with this issue. This committee appointed a Child Protection Subcommittee chaired by Joyce Walter, School Social Worker. Other members appointed to the committee included:

Carol Brocker - University of Wisconsin - Whitewater
- Supervisor, Protective Services Unit, Social Services Department
Shirley Duesler - Guidance Counselor, Lake Geneva Schools
Duanne Lafrenz - Social Worker, Lakeland Counseling Center
Shirley Meister - Badger High School Nurse
Ken Menting - Division of Family Services, Milwaukee
Daniel J. O'Sullivan - Director of Pupil Services
Karl Reinke - Superintendent of Schools
Tony Serpe - Director of Instruction
Butch Skinner - Juvenile Officer, Lake Geneva Police Department

The following school policy and referral procedures have been developed by this committee and will be presented for formal adoption by the Boards of Education of Jt. School District #1 and Badger High School.

Inservice and curriculum recommendations are being dealt with separately in an effort to create more awareness of the problem and develop more techniques and programming which may lessen the future impact of child abuse and neglect.

A POLICY STATEMENT ON CHILD ABUSE AND NEGLECT

The Lake Geneva Boards of Education recognize the serious local, state and national problems of child abuse and child neglect. The Lake Geneva Boards of Education adopt a comprehensive approach leading toward the detection and reporting of suspected child abuse and child neglect to duly constituted authorities.

The Lake Geneva School System is concerned with the whole child. Seeking help for the child who is suspected to be abused or neglected is compatible with educational objectives. The Lake Geneva Boards of Education believe that effective parenting is a goal of all parents. However, it is recognized that undue stress may lead to the abuse or neglect of children. School personnel are in a unique position to identify children and families that are in trouble.

The Lake Geneva Boards of Education believe in a positive approach to child protection, pursuing a preventative and therapeutic approach to child abuse and neglect rather than a punitive approach. School personnel can be aware and sensitive to the causes of child abuse and neglect, assuring accurate reporting. Annual inservice programming will help meet this objective. Prevention of future child abuse and neglect can be affected by various curriculum additives and/or revisions. Effective treatment of the family in trouble can involve close cooperation between the home and school and/or other agencies.

INFORMATION AND PROCEDURES FOR REPORTING SUSPECTED ABUSED AND NEGLECTED CHILDREN

Reporting Cases of Child Abuse. Chapter 48.981, Wisconsin Statutes, reads as follows: Reports on abused or injured children (1) A physician or surgeon being of the opinion as specified in s. 885.21 (1)(f) or a nurse, hospital administrator, dentist, social worker or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise, and followed by a report in writing to a county child welfare agency specified in s. 48.56 (1), the sheriff of the county or the city police department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff or the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city police department determines that legal action is necessary he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s. 48.56 (1) shall investigate each report and act in accordance with its powers and duties as set forth in s. 48.57. (2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed. (3) Anyone knowingly and willfully violating this section by failing to file a report as required, may be fined not more than $100 or imprisoned not more than 6 months or both.

The following procedures are to be used in referring suspected child abuse:

1. Any school employee who suspects that a child has been abused shall report this immediately to their school administrator.

2. The school administrator will immediately report all suspected child abuse to the school social worker and if he/she is not available, to the Director of Pupil Services. If neither is available, all suspected child abuse shall be reported immediately to the Protective Services Unit, Walworth County Social Services Department, or the Walworth County Sheriff's Department or the Lake Geneva Police Department. The school social worker will be notified of such report as soon as possible. If there is any doubt or question in reporting such cases, it should be resolved in favor of the child.

3. The school social worker and/or Director of Pupil Services shall receive all reports of suspected child abuse from the school administrator and report same immediately to the Protective Services Unit of the Walworth County Social Services Department or when that office is not avaiable, the Walworth County Sheriff's Department or the Lake Geneva Police Department. Within 40 hours, the school social worker or Director of Pupil Services shall submit a written report to the Social Services Department, Protective Services Unit (See Appendix A)

4. The Social Services Department, after investigating the suspected child abuse referral, shall within 2 weeks, submit a written response to the Department of Pupil Services regarding the status of the referral (see Appendix B). Continuing dialogue will occur between the social services worker and the referral source.

5. All appropriate school personnel shall be available to provide supportive services when this is part of a treatment plan. It is anticipated that an interagency team approach will be utilized when necessary. This team might include representatives from the school, Social Services, Lakeland Counseling Center and other community resources.

6. Any repeated suspected child abuse incidents on a previously referred child will be reported as outlined above.

7. If there are no significant changes from the standpoint of the school following a referral, the Department of Pupil Services may request a new status report and/or an interagency conference.

In general, suspected child abuse includes:

- Physical injury to a child under age 18 by anyone other than by accidental means
- Any sexual abuse, including molestation, indecent liberties, incest of a child under age 18 whether or not physical injury is sustained.

Reporting Cases of Child Neglect. Chapter 48.13, Wisconsin Statutes, reads as follows: Jurisdiction over children alleged to be neglected or dependent. The juvenile court shall have exclusive jurisdiction over:

1. A child who is alleged to be neglect because:
   a. He is abandoned by his parent, guardian, or legal custodian; or
   b. He is without proper parental care because of the faults or habits of his parent, guardian, or legal custodian; or
   c. He is without necessary subsistence, education or other care necessary for his health, morals or well-being because his parent, guardian, or legal custodian neglects or refuses to provide it; or
   d. He is without the special care made necessary by his physical or mental condition because his parent, guardian, or legal custodian neglects or refuses to provide it; or
   e. His occupation, behavior, condition, environment, or associations are such as to injure or endanger his welfare or that of others; or
   f. He is in a home for which a license is required and which any agency authorized by law to license foster homes has refused to license; or
   g. He has been placed in a home for adoption for which approval by the county court is required by s. 48.63 and the county court has refused to approve the home; or
   h. He is in the custody of a person whose petition to adopt him has been denied by the county court and the case has been transerred to the juvenile court under s. 48.95; or
   i. He comes within the provisions of s. 48.12 but his conduct results in whole or in part from parental neglect.

School personnel are not required by law to report suspected child neglect. The Department of Social Services has statutory authority to investigate reports of suspected child neglect. In general, suspected neglect may fall into one of the following categories.

- malnourished
- unattended
- emotional neglect
- exploitation
- unlawfully kept from attending school
- environmental emotional disturbance
- exposure to demoralizing circumstances
- ill or lack of medical attention

The Social Service Handbook provides a more detailed description of the above (see Appendix C).

The following procedures should help to protect the child suspected of being neglected and should enhance family functioning:

1. Any school employee who suspects a child is being neglected by his caretakers is encouraged to report this to their school administrator.

2. The school administrator will report any suspected neglect of a child to the school social worker.

3. The school social worker will review the school information and assess the need for home contact, use of other school resources and need for referral to appropriate community resources (Legal Aid, Lakeland Counseling Center, Social Security Office, financial department of Social Services, supportive services from the Child Welfare Unit of Social Services, etc.).

4. If the above interventions do not reduce suspected neglect situations, the Director of Pupil Services will make a formal referral to the Child Protection Unit of Social Services (See Appendix D).

5. The Social Services Department, after making every effort to obtain a release of information to the Department of Pupil Services and investigating the suspected child neglect referral, shall within 2 weeks submit a written response to the Department of Pupil Services regarding the status of the referral (see Appendix B). Continuing dialogue will occur between the social services worker and the referral source.

6. All appropriate school personnel shall be available to provide supportive services when this is part of the treatment plan.

7. If the Department of Social Services refers an alleged neglect situation to the Juvenile Court, school personnel having factual testimony shall appear in court after being duly subpoenaed.

8. If there are no significant changes in a suspected neglect referral from the standpoint of the school, the Pupil Services Department may request a new status report and/or interagency conference.

Modification of this policy:

Changes will be made in this policy to conform with changes and/or revisions in the state statute.

CONFIDENTIAL

SCHOOL REPORT SUSPECTED ABUSE

MAIL TO: WALWORTH COUNTY DEPT. OF SOCIAL SERVICES, P. O. BOX 1006,
COUNTY TRUNK NN, ELKHORN, WI 53121

NOTE: Physicians, surgeons, nurses, social workers, and school administrators are required by the Child Abuse Law, 49.981, to report to the local county child welfare agency (723-5580) or Sheriff (723-4001) all suspected cases of child abuse. Immunity from criminal and civil liability is outlined in 48.981.

CHILD'S NAME: ____________ SEX: ______ BIRTHDATE: ____________

AGE: ______ ADDRESS: ____________ (street) ____________ (city) ____________ (county)

DIRECTIONS TO HOME IF AVAILABLE: ____________

PARENT/CUSTODIAN NAME: ____________

ADDRESS: ____________ (street) ____________ (city) ____________ (county)

WHERE FIRST SEEN: ____________ DATE: ____________

BROUGHT TO ATTENTION: ____________ RELATIONSHIP: ____________

DESCRIPTION OF CHILD'S CONDITION: (TYPE OF ABUSE SUSPECTED) ____________

EVIDENCE OF PREVIOUS SUSPECTED ABUSE(S): ____________

REPORTER'S IMMEDIATE PLAN FOR CHILD INCLUDING WHEREABOUTS: ____________

REMARKS: ____________

PERSON ALLEGED TO HAVE ABUSED CHILD: FATHER ______ MOTHER ______
STEPFATHER ______ STEPMOTHER ______ SIBLING ______ OTHER ______

____________ (Reporter) ____________ (Position) ____________ (Date)

____________ (School Administrator) ____________ (Date)

* A follow-up report will be forwarded to you. Thank you.

CONFIDENTIAL

APPENDIX B

WALWORTH COUNTY DEPT. OF SOCIAL SERVICES REFERRAL FOLLOW-UP REPORT

MAIL TO: WALWORTH COUNTY DEPT. OF SOCIAL SERVICES, P. O. BOX 1006,
COUNTRY TRUNK NN, ELKHORN, WISCONSIN 723-5580

NOTE: While specific information pertaining to the follow-up investigation is confidential; the following report is to inform the school of this agency's involvement.

Child(ren) Name ________________ b. ________________ M F
________________ b. ________________ M F
________________ b. ________________ M F
________________ b. ________________ M F

*Child(ren) involved in report and/or services.

Parent/Custodian: ______________________________

Address: ______________________________

City: ________________ County: ________________

Portective Services Worker Assigned: ______________________________

Follow-up Contact: ______________________________

Decision on Referral:

_____ No neglect/abuse found as reported

_____ Neglect/abuse as reported exists
(1) More investigation required
(2) Services offered and accepted
(3) Services refused

Services Offered or Referral:

Lakeland Counseling Center: DVR, Family Counseling, Drug, Other
Public Health Nurse
Nutrition Program
Vocational Training
Child Care
Homemaker
Employment Services

Worker's Anticipated Frequency and Length of Involvement: ____________
____
____
____

Request for: _____ Team Approach
_____ Staffing
_____ Individual Counseling
_____ Other

SCHOOL REPORT OF SUSPECTED NEGLECT

MAIL TO: WALWORTH COUNTY DEPARTMENT OF SOCIAL SERVICES, P. O. BOX 1006,
COUNTY TRUNK NN, ELKHORN, WI 53121 723-5580

NOTE: Wisconsin State Statutes do not mandate the reporting of alleged neglect. However, the County Department of Social Services has statutory authority to investigate reports of suspected neglect. Reporting may be done via telephone or written referral.

Child(ren) Name ____________ b. ____________ M F
____________ b. ____________ M F
____________ b. ____________ M F
____________ b. ____________ M F

Address: ____________________________
City: ____________ County: ____________

Directions to Home: ____________________________
____
____

Parent(s)/Custodian: ____________________________

Address: ____________________________
City: ____________ County: ____________

Type of Neglect:
- Reason for Report

____
____
____

*Please refer to neglect guidelines for more specific examples.

Has there been any earlier indication of suspected neglect?

School's approach to family to prevent continuation of condition leading to neglect:

Is family aware of your reporting neglect? Yes ____ No ____

Reaction of family members ____________________________
____

Reporter: ____________ Position: ____________

Date: ____________

Pupil Services
March 1977

Children have a constititional right to an education; educators should be alert to conditions that deny that right. Those engaged in the practice of education are keenly aware of the relationship that exists between a successful school experience and good physical, mental and emotional health.

Abuse and neglect may be revealed by a variety of symptoms in the school, such as high absenteeism or truancy, inability to concentrate on tasks, inability to achieve, excessive agression, bruises, welts, burns and illogical and/or conflicting excuses for physical irregularities. In short, any deviant behavior or appearance of children in school are symptoms to which school personnel should be sensitive and which they should attempt to understand.

The Oak Creek Board of Education affirms its position that all school personnel shall cooperate vigorously in following the reporting laws regarding suspected child abuse and neglect.

To fulfill our obligations to our pupils in conformity with the law of the State Chapter 48.981, Wisconsin Statutes, which reads as follows:

REPORTS ON ABUSED OR INJURED CHILDREN.

(1) A physician or surgeon being of the opinion as specified in s.885.21(1)(f), or a nurse, hospital administrator, dentist, social worker, or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise, and followed by a report in writing to a county child welfare agency specified in s.48.56(1), the sheriff of the county or the city police department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff of the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city police department determines that legal action is necessary, he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s.48.56(1) shall investigate each report and act in accordance with its powers and duties as set forth in s.48.57.

(2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom, shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.

(3) Anyone knowingly and willfully violating this section by failing to file a report as required, may be fined not more than $100 or imprisoned not more than 6 months or both.

The following procedures are to be used in referring suspected child abuse:

(1) Any school employee who suspects that a child has been abused shall report this immediately to their school administrator (The school administrator, if unable to reach the school social worker or nurse, shall report the suspected abuse directly to 289-6444).

(2) If there is good reason to believe a child has been abused, the principal or designee, shall consult with the school social worker and/or the school nurse (Using whatever information the school social worker, school nurse, teachers and other school personnel can supply to the principal, he will then make an immediate judgement as to disposition). If abuse is remotely suspected, a school employee should document every incident or clue which may be of value during an investigation of the situation.

(3) The 24 hour emergency number of the Child Protective Services at Milwaukee County Welfare Department (289-6444) will be posted with all other emergency numbers in the administrator's office.

(4) The principal after appropriate consultation, shall contact the Protective Services Unit or may request the school social worker to provide the following information: name, address, age of student, nature and extent of injuries or description of neglect and any other information that might establish the cause of the injuries or condition.

(5) The Protective Services Unit will contact the Oak Creek Police if their involvement is considered appropriate for adequate case planning.

(6) The administrator or school social worker will submit a written report within 48 hours to the Director of Pupil Services outlining the procedures used in a specific referral for child abuse or neglect. Such reports will remain confidential in the Director of Pupil Services office. Within one week after the referral, Protective Services will give a written report to the Oak Creek Schools as feedback regarding handling of the referral, case plan, etc.

It is believed that school staff have a responsiblity for "alerting" as well as conscientiously observing possible abuse and neglect that they may encounter during their professional duties. Therefore, all school employees should adopt a policy of supporting multi-disciplinary efforts to investigate and treat child abuse and neglect and should seek to implement a non-punitive therapeutic approach to working with abused children and their families.

Indicators/Physical Abuse

In a School Setting

1. A child who is frequently absent or late. Whether his problem is at home or in school or within himself, known to his parents or not, his habitual lateness or absence strongly suggests a maladjustment.

2. A child who arrives at school too early and hangs around after classes without apparent reason. He may not be welcome or cared for at home; he may hate his home, or be afraid of it.

3. A child who is unkempt and/or inadequately dressed. If he is dressed inappropriately for the weather, if his clothing is dirty and torn, if he is habitually unwashed, if other children don't like to sit near him because they think he smells bad, he is clearly neglected.

4. A child who more than occasionally bears bruises, welts, and other injuries. Will he say how he got them? Does he complain of being beaten at home? Or is he always fighting?

5. A child who is hyperactive, agressive, disruptive, destructive in behavior. He may be acting out his own hostility. He may be reflecting the atmosphere at home. He may be imitating his parents' behavior. He may be crying out for attention and help.

6. A child who is withdrawn, shy, passive, uncommunicative. He is too compliant or too attentive to comply at all, he has sunk into his own internal world, a safer one, he thinks, than the real world. His message is in his passivity and silence.

7. A child who needs, but is not getting medical attention. He may have untreated sores. He may have an obvious need for dental work. He may need glasses to see the blackboard.

8. A child who is undernourished. What is the reason -- poverty or uncaring parents?

9. A child who is always tired and tends to fall asleep in class. Either he is not well, his parents are neglecting to regulate his routines, or he is simply unable to get to bed and to sleep because of his family problems.

10. The parent who becomes agressive and abusive when approached with a view to discussing the child's apparent problems.

11. The parent who doesn't bother to show up for appointments, or is so apathetic and unresponsive that he might as well have stayed at home.

12. The parent who is slovenly, dirty, and possibly smelling of alcohol.

13. The parent who shows little concern for the child or what he is doing or failing to do.

14. The parent who does not participate in any school activities or come to any school events

15. The parent who will not permit the child to participate in special school activities or events.

16. The parent who is not known to any of the other parents or children.

17. The parents behavior as described by the child as bizarre and unusual.

18. The parent whose behavior is observed by school personnel to be strange, bizarre, irrational, or unusual in any way.

……

Oconomowoc

The Board of Education believes that a child's family and the schools have a prime and cooperative role in the education and welfare of children. Therefore, in cases where the family unit has some internal problems that may reflect upon the child's welfare, the schools will intervene in a supportive and/or advocate role.

The Board recognizes its obligation in the detection and reporting of suspected child abuse and neglect. When there is reasonable cause to believe that a child has been abused or neglected, school personnel will act in accordance with Wisconsin Statutes and report incidents to duly constituted authorities.

The Board of Education also believes in a positive and a preventative approach toward child abuse and neglect. Therefore, the Board will endorse efforts toward making staff members more sensitive and cognizant to the issues involved in child abuse and neglect through inservice programs. It is hoped that through cooperation between home, school, and other agencies, effective treatment be provided to children and/or their families.

THE LAW

48.981 REPORTS ON ABUSED OR INJURED CHILDREN. (1) A physician or surgeon being of the opinion as specified in s. 905.04(4)(e), or a nurse, hospital administrator, dentist, social worker, or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise, and followed by a report in writing to a county child welfare agency specified in s. 48.56(1), the sheriff of the county or the city police department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff of the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city police department determines that legal action is necessary, he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s. 48.56(1) shall investigate each report and act in accordance with its powers and duties as set forth in s. 48.57.

(2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom, shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.

(3) Anyone knowingly and willfully violating this section by failing to file a report as required, may be fined not more than $100 or imprisoned not more than 6 months or both.

PROCEDURES FOR REPORTING CHILD ABUSE AND NEGLECT FOR OCONOMOWOC AREA SCHOOLS

Because of their sustained contact with school age children, school employees are in an excellent position to identify abused or neglect children. Therefore, the following procedures are to be used in referring suspected abused and neglected children to County Social Services Departments and Police Departments.

1. Any school employee who suspects that a child's physical or mental health or welfare may be adversely affected by abuse or neglect, shall report this immediately to the school administrator.

2. Any principal who has received a report and who has reasonable cause to believe a child is abused or neglected, shall immediately contact the school social worker or Director of Pupil Services.

3. The principal and school social worker or Director of Pupil Services, shall simultaneously contact the social services department and police department. When there is a question regarding the appropriate police department or county social service department, the Oconomowoc Police Department and Waukesha County Department of Social Services will act as a clearing house.

4. The principal and social worker will provide the following information: name, address, age of student, nature and extent of injuries or description of neglect, and any other information that might help establish the cause of the injuries or condition.

5. Within 48 hours, a written report will be submitted to the Director of Pupil Services, outlining the procedures used in a specific referral of child abuse or neglect. These reports will remain in the Director of Pupil Service's office.

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Platteville

The School District of Platteville Board of Education recognizes the local, state, and national problems of child abuse and child neglect. The Platteville Board of Education adopts a comprehensive approach leading toward the detection and reporting of suspected child abuse and child neglect to duly constituted authorities.

The Platteville School System is concerned with the whole child. Seeking help for the child who is suspected to be abused or neglected is compatible with educational objectives. The Platteville Board of Education believes that effective parenting is a goal of all parents. However, it is recognized that undue stress may lead to the abuse or neglect of children. School personnel are in a unique position to identify children and families that are in trouble.

The Platteville Board of Education believes in a positive approach to child protection, pursuing a preventative and therapeutic approach to child abuse and neglect rather than a punitive approach. School personnel can be aware and sensitive to the causes of child abuse and neglect, assuring accurate reporting. Annual inservice programming will help meet this objective. Prevention of future child abuse and neglect can be affected by various curriculum additives and/or revisions. Effective treatment of the family in trouble must involve close cooperation between the home and school and/or other agencies.

The following procedures are to be used in referring suspected child abuse and neglect:

1. If you as an employee of the School District of Platteville observe possible abuse or neglect contact the school administrator and discuss the possibilities of initiating a referral. You need not determine for a fact that abuse or neglect exists, for simple observation of the possiblity should be cause enough. In the absence of the school administrator, contact either the school social worker or the school nurse.

2. The school administrator upon receiving a report of suspected neglect or abuse shall notify the school social worker or school nurse. The school social worker or nurse shall make referral immediately to the Department of Social Services or when that office is not available, the appropriate Grant County law enforcement agency Within 48 hours, the school social worker or school nurse shall submit a written report to the Department of Social Services (see Appendix A).

3. In the event that a school administrator does not wish to initiate a referral on a particular case and you (as an employee of the School District of Platteville) disagree, as a private citizen you have an obligation to make a direct referral, which may be anonymous if you so desire.

4. The Department of Social Services, after investigating the suspected child abuse/neglect referral in the school or home shall within 4 weeks submit a written response to the referrent regarding the status of the referral.

5. Any repeated suspected child abuse incidents on a previously referred child will be reported as outlined above.

6. Any doubt about reporting a suspected situation should be resolved in favor of the child and a report made immediately. Validation of suspected abuse and/or neglect is the responsibility of the County Department of Social Services.

INFORMATION AND PROCEDURES FOR REPORTING SUSPECTED ABUSED AND NEGLECTED CHILDREN

Reporting Cases of Child Abuse. Chapter 48.981, Wisconsin Statutes, reads as follows: Reports on abused or injured children (1) a physician or surgeon being of the opinion as specified in s. 835.21(1)(f) or a nurse, hospital administrator, dentist, social worker or school administrator having reasonable cause to believe that a child brought to him or coming before him has had physical injury or other abuse inflicted upon him by another, other than by accidental means, shall orally report the same and the facts and circumstances forming the opinion. The report shall be made immediately by telephone or otherwise, and followed by a report in writing to a county child welfare agency specified s. 48.56(1), the sheriff of the county or the city police department. The recipient of the report shall notify the other receivers of reports within 48 hours. When the recipient of the report is the sheriff or the county or city police department, he shall make an investigation consistent with the facts and circumstances described in the report and take whatever emergency action is necessary for the protection of the child. If the sheriff or city police department determines that legal action is necessary he shall refer the case to the district attorney for criminal prosecution. The county child welfare agency specified in s. 48.56(1) shall investigate each report and act in accordance with its powers and duties as set forth in s. 48.57. (2) Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed. (3) Anyone knowingly and willfully violating this section by failing to file a report as required, may be fined not more than $100 or imprisoned not more than 6 months or both.

For the purposes of this policy the terms abuse, neglect, and emergency will be defined as follows:

1. "Abuse" means any injury - physical, sexual or emotional - inflicted on a child by other than accidental means.

2. "Neglect" means the failure to provide a child with necessary food, care, clothing, shelter, medical attention or the opportunity for education.

3. "Emergency" - a situation wherein a child's condition or fear of returning home appears to warrant medical attention and/or detention.

CHILD ABUSE OR NEGLECT REFERRAL
GRANT COUNTY DEPARTMENT OF SOCIAL SERVICES
111 SOUTH JEFFERSON STREET, LANCASTER - 723-7636

Please telephone the information prior to mailing this referral form Please fill in as much data as possible. This form will be returned to you within four weeks.

DATE OF INCIDENT: DATE OF REPORT:

NAME OF CHILD: DATE OF BIRTH:

PARENT'S NAME(S):

ADDRESS: PHONE:

DIRECTIONS TO HOME (IF ADDRESS IS RURAL ROUTE):

REFERRING PERSON:

TITLE:

REFERRING SOURCE:

NATURE OF INJURY AND/OR NEGLECT CONDITION:

CHILD'S EXPLANATION OF INJURY OR SITUATION
(IF APPLICABLE)

GRANT COUNTY SOCIAL SERVICES DEPARTMENT'S FINDING:

DATE:

PROTECTION SERVICES WORKER ASSIGNED:

Stevens Point

Employees of the Stevens Point Area Schools will identify and report suspected cases of child abuse consistent with Wisconsin Statutes and the guidelines of the Portage County Department of Social Services.

Definition

According to State Statute 48.981(1) an abused child is any child who has "had physical injury or other abuse inflicted upon him by another, other than by accidental means". This definition is construed to include physical and/or emotional abuse and sexual molestation or exploitation regardless of whether or not physical injury is sustained.

Immunity

Under SS 48.981(1) a school administrator is required to report to the County Department of Social Services, the City Police Department, or the County Sheriff when he has "reasonable cause to believe that a child brought to him or coming before him" has been abused as defined above. In so doing SS 48.981 (2) grants him the following immunity:

> "Anyone, in good faith, participating in the making of a report pursuant to this section or participating in a judicial proceeding resulting therefrom shall in so doing be immune from any liability, civil, or criminal that might otherwise be incurred or imposed."

Penalty

48.981(3) further states that:

> "Anyone knowingly and willfully violating this section by failing to file a report as required may be fined not more than $100.00 or imprisoned not more than six months or both."

In addition to the penalty prescribed by state law, staff personnel, as well as administrators could be subjected to legal action by the abused child's guardian if it is established that the school employee had prior knowledge, which if reported may have prevented further injury.

Procedures

Any teacher or teacher's aide having reason to believe that a child may have been abused shall make an immediate report to the principal of his respective school or, in his absence, the assistant superintendent of schools. Such reports shall include the name(s), and home address(es) of the child(ren), and the parent or other person responsible for the care of the child(ren). The report shall also include the present whereabouts of the child(ren), the age(s) of the child(ren), and the nature and extent of the abuse and the circumstances surrounding the abusive treatment, if known.

Any school administrator who either personally suspects that a child has been abused or has received a report of suspected abuse from a teacher or teacher's aide shall immediately call the Portage County Department of Social Services, the Stevens Point Police Department, or the Portage County Sheriff's Department. Following an oral report. the administrator will submit a written report to the Portage County Department of Social Services providing identifying information and the circumstances surrounding the suspected abuse. A copy of this report will also be forwarded to the superintendent of schools.

Since it is the responsibility of the Department of Social Services and law enforcement to investigate possible abuse, school personnel should not pressure the child to divulge information regarding an injury or other circumstances surrounding the abuse. The school need not prove that abuse exists before reporting. They need only suspect that abuse has occurrred.

PORTAGE COUNTY DEPARTMENT OF SOCIAL SERVICES

CHILD ABUSE REPORT

Child Welfare Unit
Department of Social Services
County-City Building
Stevens Point, WI 54481

From: ______________________________

Child's Name Address Phone

Person Responsible for Child

Father's Name ______________________________

Mother's Name ______________________________

Guardian ______________________________

Address ______________________________ Phone

Circumstances leading to the suspicion that the child is a victim of abuse including the nature of the injury, if any:

Other pertinent information:

Report made by: ____________________ Date mailed: __________

Oral report to: Social Services Police Sheriff (circle one)
Date: ______________ Time: ______________

Wausau

The Wisconsin Child Abuse Reporting Law, How We Implement Its Requirements

Wisconsin law mandates that school administrators and social workers refer cases where "they have reasonable cause to believe that a child brought to him or coming before him had physical injury or abuse inflicted upon him by another, other than by accidental means." In the near future additional school personnel will probably be added to the list of professionals required by law to report child abuse to social service departments and/or local law enforcement agencies.

Making the determination that a child is being neglected or abused is a difficult process. A thorough knowledge of the common indicators of abuse and neglect can assist a person in evaluating the situation and reporting his concerns to his building principal, school social worker or guidance counselor. While the indicator lists included are condensed more extensive information will be made available to any school personnel by their calling the school social work office at City Hall.

The attached referral flow sheet outlines the care in which such referrals are handled by Wausau school personnel. These steps were specifically designed to protect the parent's rights in the process of of identification, referral and treatment. A teamwork approach is essential through the entire process to insure more complete evaluations and accurate and prompt referrals.

Action Flow Chart for Handling Neglect and Abuse Situations

1. Employee Responsibility

Any school employee who has a belief that a student may be being neglected or abused, must contact his/her building principal, school social worker or guidance counselor with his/her information.

2. School Staff Meeting

A meeting is led by the principal with all school staff familiar with the child/family to discuss the information they collectively possess.

3. School Referral of Abuse and Neglect

In meetings where the staff members present believe the child (under age 18) is a probable victim of neglect and/or abuse.

a) The Marathon County Department of Social Services personnel are immediately called and given a verbal report of our findings (an assigned staff member will personally meet with the reporting party).

b) Within 48 hours the school social worker or guidance counselor sends a typed neglect or abuse report to the social services department person making the investigation.

4. Marathon County Social Services Investigation and Decision Making

Their intake or protective services social worker investigates the situation through a home visit and interview with the parents. They make the actual decision regarding the existence of child neglect and/or abuse.

5. Follow-Up Services

Treatment, not punishment is the goal of service personnel in the Wausau community in working with these families. Depending on the parent's involvement and the nature of the individual situation several different agencies' personnel, including school staff members could be involved in the service plan to the family.

Indicators of Neglect and/or Abuse

The presence of a cluster of indicators does not confirm either neglect or abuse. When several indicators are present school staff should study the child's circumstances carefully. The definitions of abuse and neglect and the accompanying materials and inservice should assist school staff in their decisions of when to ask (1) for a staff meeting to carefully evaluate the situation, (2) the department of social services and/or local law enforcement personnel to further investigate the child-family situation.

Working Definition of Child Neglect

Child neglect occurs when there is a sustained pattern of the child's basic needs not being met. The most common basic needs are supervision, safety, medical care, proper food, clothing and shelter. Care of the child's moral, educational, emotional and self-growth needs is important to the basic personality development of every child.

Neglect Indicator List

Consistently dirty clothing
Body Odor
Sleepy
Aggressive child
Key clothing items missing
Hunger
Withdrawn child

Working Definition of Child Abuse

Child abuse is the actual physical injury to a child (person under 18) by any adult by non-accidental means.

Abuse Indicator List

Bruises
    a) especially if unusual shape or shape of an instrument
    b) especially if bilateral and identical
    c) especially facial bruises
    d) especially bruises to the back side of the body
Swollen stiff joints - especially if reddish-purple (twisters)
Burns (shape, instrument, cigarette)
Absence of hair
Hemorrhaging under the scalp
Rope burns
Belt, buckle, electric cord markings

Consider the above injuries in relation to:

The "child's report", "adult report" of how the injury occurred (child's adult's behavior and affect or emotional response).

The "developmental ability" of the child in injuring himself in such a way.
Extension of the injuries (bruises, cuts, etc.)
  a) over a large or various parts of the body
  b) different colors, stages of healing, ages of the injuries

Working Definition of Sexual Abuse

Sexual abuse of children by adults includes sexual intercourse and acts designed to stimulate the child sexually or to use a child for sexual stimulation of the perpetrator or of another person.

Sexual Abuse Indicator List

Limping (noticeable change in walking)
Stained, torn clothing
Sudden unwillingness to change clothes or participate in gym class
Bruises, swelling, bleeding, pain in the genital area
Venereal disease in young children

Teachers Key to Finding Abused Children

Child abuse victims are three times more likely to be enrolled in special education than are nonabused children. What's more, abused children are "almost uniformly" below grade level in reading, math, and spelling. These statistics, from Utah State University special education professor Donald F. Kline, were presented to a cross-section of nearly 1,000 social workers, educators, physicians and law enforcement officials attending an American Humane Association sumposium on child abuse and neglect in Denver last week. The special education study was based on 300 child abuse cases in Utah juvenile court records from 1968-75 and included psychological and educational data about the children provided by the state family services division and school districts. Older abused children had the greatest deficits on achievement tests, Kline said. Those who had been sexually abused showed the greatest academic deficit and the neglected children had the least. Psychological traits that were frequently associated with physically abused children were fearfulness, destructiveness and aggression. The neglected children were characterized by teachers and school psychologists as "clingy, with poor social relationships". The sexually abused were frequently described as hostile or fearful.

Schools can be a valuable resource for discovering and reporting child abuse, Kline added, because teachers are the only persons trained in child development who have continuous contact with children. Also, children usually like their teachers and may confide in them about what is happening at home. "Watch for paydays," Kline said, "abuse and neglect often peak about the first and fifteenth of the month". Nancy Parker, a nurse with the East Detroit (Michigan) School District, urged educators to involve lay school employees as well as teachers. The cafeteria workers see what children eat and the bus drivers see the home, she pointed out. An assistant high school principal from Kentucky said he implemented a child abuse reporting program easily and with no cost to the district. Gene Sells said he was "home free" after he cited to the school board a state statute that protected from liability those who reported suspected child abuse. He then prepared a short, written policy about reporting and designated himself as the contact person. "Just by picking up a telephone," he added, "I've been able to help two students."

Schools have a responsibility to teach "parenting", several speakers added, as a first defense against future child abuse. "There is no such think as a mothering or fathering instinct", said Lawrence Brown of the American Humane Assn., Children's Division. Much frustration that leads to abuse stems from mistaken expectations about a child's abilities, such as an assumption that a child can be toilet trained at age one. It is important to teach students how to deal with anger, he said, adding that "63% of child abuse results from discipline that goes too far". Parent education for adults can be successfully taught in small discussion groups aimed at experience in problem-solving. Participants should have something in common, he added, such as being working mothers or single parents.

Parent education won't happen in the schools without public support, said Grace Baisinger, first vice-president of the National Congress of Parents and Teachers. The National PTA is working with the American Red Cross to develop a parent education curriculum (see ED USA, p. 187, 4/5/76). "Parenting needs to be aimed at the teachers as well as the students", said Kline. "It doesn't make sense to talk to parents about physical abuse while institutions still sanction corporal punishment. Punishment and discipline are not the same thing", he said. "We cannot tolerate abusive behavior by teachers, whether psychological, emotional or physical". The symposium was co-sponsored by the Education Commission of the States, the American Public Welfare Association, the children and youth committee of the American Legion and the National Council of Juveile Court Judges.

PROCEDURES IN ASSESSING AND REPORTING CHILD NEGLECT AND/OR ABUSE

Wisconsin law requires schools to report all incidents of child neglect and/or abuse to either the Marathon County Department of Social Services or the local law enforcement agency. The Marathon County Department of Social Services has a child protective services team with social workers specifically trained to investigate reports of child neglect and abuse. Marathon County agencies are presently developing a full assessment team of professionals from the medical, legal, law enforcement and psychiatric fields to work with the protective services staff in completely assessing each particular situation.

The Youth Advocacy Committee feels that the following categories should be contained in a definition of child abuse and neglect:

1. Visible bruises
2. Internal bruises/brain damage
3. Broken limbs/sprains
4. Psychological and emotional stress such that a child cannot maintain himself in his home
5. Nutritional deficiencies
6. Failure to provide necessities, e.g. clothing, health standards, etc.
7. Any type of burn
8. Cuts and abrasions
9. Unattended children
10. Sexual abuse and incest

Specific Procedures

In order to insure an accurate and complete report of the abuse or neglect incident and to support the completion of the referral process the following steps are required of school staff (Please note that steps 1-4 must take place the same day the abuse is discovered).

1. Any staff member who discovers an abused or neglected child shall immediately relate this information to the school principal and school social worker or counselor.

2. The principal shall then convene a meeting with the school social worker or counselor, school psychologist, and school nurse along with the staff member who originally reported the abuse or neglect incident.

3. The school staff will share and collect all the information they have available on the particular child and his family.

4. The principal and/or social worker-counselor shall call the Marathon County Social Services Department or local law enforcement agency and ask that an assigned staff member come to the school to receive the abuse report and meet with school staff. A written report, by school staff must be filed and should include:

a. The names and addresses of the child and his parents or whoever is caring for him;

b. The child's age

c. The nature of the child's condition, including any evidence of previous injuries or disabilities; include dates.

d. Any other information that may be helpful in establishing the reason for the abuse and the identity of the perpetrator(s).

e. Factual information - dates of truancies and absences, school performance and behavior and general physical appearance of the child.

5. The school social worker and/or counselor shall be assigned to (1) follow the progress of the particular child in school and (2) to keep school staff informed of the results of the child protective team's assessment and treatment with the child and his/her family.

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Spin Offs

SPIN-OFFS

(The Mushrooming Effect)

BELOIT (Trainers/planners - Tom Evert and Rena Palloff)

- Beloit Turner has a policy now - police officer on the team is a school board member at Turner
- Junior Women's League contacted 102 child care agencies - Tom Evert and Rena Palloff will be inservicing many of them in the fall
- police officer collected $ from service groups to purchase films
- P.A. group sponsors attended most of the meetings
- Rockford Star will be doing an article on Beloit
- policy includes a section on yearly inservice for school personnel
- trained team
- have talked with church groups, P.A. groups
- have shown films to policy committee, assistant superintendents, inserviced central administration, social workers, psychologists, counseling department, and secondary and elementary principals
- Tom is on NCCAN Network Board for Rock and Green counties
- Junior Women's Club held a panel discussion to stimulate interest in other community agencies (to develop policy, etc.) - corrections, school, Carol Brocker, school counselor, Rock County Social Services, police
- social services department will give staff time for inservices
- doctor has also given time for inservice
- team has disbanded altogether now, but will informally continue and may meet formally next year to measure impact and progress
- may have pupil services staff member along with social service person on home visits
- each school will have a specific contact person

BOWLER (Trainer/planner - Judy Stirsman)

- team may continue to meet, but not officially. Meeting scheduled for first week in July to discuss development of policy for all schools in Shawano County

- one member of team delivered an "Awareness Program" in April at the Stockbridge-Munsee Community Health Clinic for all disciplines for people from Shawano, Menomonee, and Waupaca counties - was very successful

EAU CLAIRE (Trainers/planners - Carol Rheingans and Joel Strayer)

- Joel and Carol did a workshop in Menomonie for guidance counselors (January 19th - Stout State University)

- teacher inservice - February 21st

- inserviced team covering all training modules

- Joel has had inquiries from Menomonie (school social worker, health nurse and county social services caseworker) and Altoona (school counselor) - will, in some way, meet with them next year to help them develop a policy

- have implemented a regular inservice program for school personnel to begin next year

GREEN BAY (Trainer/planner - Dan Nerad)

- writing for federal money for training school personnel

- team screened all films to decide on appropriate ones to use

- inservice for all principals on problem area and policy and procedure

- Dan did a training session with child study section - psychologists, social workers and supervisors

- films were shown to social services department

- planning to survey all school people on experience with maltreated children team will meet again in a year to see where they are with training

- hospital is using school policy in conjunction for developing one of their own

- developing a handbook on child abuse and neglect for all school personnel

LAKE GENEVA (Trainer/planner - Joyce I. Walter)

- increased interagency cooperation and sharing
- Joyce has participated on the "Discipline and Respect Committee"
- with more input, hopefully, county level services have and will improve(d)
- community has a better hold on problem of abuse
- Delavan is interested, may begin work on a policy
- gathering statistical information to judge impact of policy
- 7 hours of child abuse and neglect inservice with school personnel
- Joyce has done inservice at 2 Headstart Parent Council meetings - discussed CA/N, showed some films, discussed policy and introduced new Parents Anonymous chairperson

PLATTEVILLE (Trainer/planner - Nancy Bongers)

- inservice of team - team members (social service and police) have inserviced their agencies
- Home Ec teacher is doing a unit on CA/N
- Curriculum Director is incorporating CA/N materials in curriculum
- Cuba City and Potosi have contacted Nancy for help
- Nancy appeared on panel entitled "Violence in the Family" sponsored by the University of Wisconsin - Platteville
- Nancy was on a radio talk show WSWW - open mike - about the policy
- Platteville Municipal inservice
- the team is regarding curriculum involvement as a major task. The Curriculum Coordinator is a member of the team. A school board member initially suggested (and has since supported) this kind of involvement
- high school students have developed class presentations
- Home Ec teacher has already incorporated materials into the curriculum

PLATTEVILLE (cont.)

- school board members suggested incorporating preventative measures (parenting skills, etc.) into curriculum
- J.C.'s member to start something locally
- Church women's circle in town has made child abuse and neglect one of their priorities
- Police officer has been a good liaison and has supplied the information to committee on legal matters
- 2 evening meetings
- rough outline of policy
- if time permits, will do various section of training to the team
- team is planning inservices for this fall
- high school students gave class presentation

OCONOMOWOC (Trainer/planner - Lyle Neeb)

- Lyle has inserviced: volunteer parent groups - contacted with nursing service in school. As a result, the parents requested school board to institute a parenting course in school program
- Milwaukee Journal - Accent West - is doing a feature article on Oconomowoc project
- In March inserviced Red Cross volunteers through the school nurse
- scheduling problem with teachers
- Junior Women's League and PTO are active
- will tap into Waukesha Parents Anonymous
- Waukesha Mental Health Center is sponsoring a confidential counseling resource for abusive parents
- Child Abuse Committee - conference on CA/N for the Waukesha County Public Health Department
- United Church group is sponsoring a child abuse seminar this fall
- Inservice with Junior High Counselors and Elementary School Teachers

OAK CREEK (Trainer/planner - Joyce Degenhart)

- presentation - UW-Milwaukee School of Social Work on December 2, 1976 - graduate class in school social work
- February 8, 1976 - 1/2 day visit by Protective Services worker -- Port Washington (Ozaukee County-D.P.W.) re: reference materials, addresses, bibliographies from the project
- Ken Menting - State Department - provision of brochures and other helpful material
- student involvement from Social Work Program at Mt. Mary -- curricular material shared with their program
- general inservices within the district related to the project. Use of "Cipher in the Snow", "William", "The Battered Child", "Neglect", "What the Educator Sees", etc. plus handouts
- article in Dial-In-On-Education -- The Superintendent's Newsletter -- all school district residents -- mailed
- small teacher groups by building to cover indicators, etc. conducted jointly by Director of Public Health Nurses and School Social Worker
- Wisconsin Educational Secretaries Assocation (WESA) Spring Conference speaker, May 1, 1976, Green Lake, Wisconsin
- Pre-school contacts. Visits to all nursery and pre-school programs in the district, plus one Day Care Center

STEVENS POINT (Trainer/planner - Rudy Voica)

- inservice to community organizations: Lion's Club, PTO, School Masters and School Marms, Wisconsin Valley League of Cooperating Schools, parents group at parochial school (St. Peter), Mental Health Association, child abuse committee
- spoke to elementary school babysitting class
- inservice to teachers (5 groups)
- inservice to committee
- presented 3 showings of a 4 part program designed for senior high students
- wrote letter of support for the county social services department. They are applying for federal monies to improve their child protective services
- the team is formally disbanded now

STEVENS POINT (cont.)

- but in the fall will get members from police, sheriff's office, county social services and Rudy, to inservice all the schools re: what happens after the referral is made

- University of Wisconsin-Stevens Point radio station developed a CA/N program. Rudy was interviewed for it and gave them a lot of materials

WAUSAU (Trainer/planner - Tom Urmanski)

- helped Schofield work on policy development

- helped encourage PA group formation which was sponsored by Jr. Women's League

- drop-in center for kids at the Presbyterian Church

- Prevention Center

- contacts with community agencies yielded fringe benefits in regard to continuation of preventative services

- referral forms between agencies

- each year the team will have a different coordinator (staff time)

- 2 meetings on identification - then referral

- meetings held at lunch time - 11:30-12:30

- Junior Women's League is sponsoring education and developing materials - backing P.A. - 2 members on team

- T.V. and radio stations are inquiring about programs - when and where

- Child Abuse and Neglect Coordinator for the entire community

- community education series

- a definition of neglect is being worked on which relates specifically to Wausau

- brought "Dessie" to town

- had bulletin with information to pass out during "Dessie"

- bought two copies of "What the Educator Sees"

WAUSAU (cont.)

- inservice - multi-hour - teacher involvement pushing for a mandatory 1/2 day inservice per year
- principals were interested in developing more follow-up to inservice (within the school)
- Youth Advisory Committee - Tom and Dave Daamgard are both members - prevention activities
- team will be meeting over summer
- inservice is major goal now
- hospital team member - took curriculum to hospital inservice team and got them more involved with inservice efforts in the hospital

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SPIN-OFFS

WISCONSIN CHILD ABUSE AND NEGLECT TRAINING FOR EDUCATORS STAFF

Workshops Delivered:

. Wisconsin Elementary School Principals' Association, Inc.

. University of Wisconsin Extension - Waukesha - Counselors and Driver Education Teachers

. University of Wisconsin - Whitewater - Behavior Class

. Council of Associations of Pupil Services - Stevens Point

. Middleton Public Schools - High School Classes

. University of Wisconsin - Stout - Counselor Interns, Early Childhood students, Social Workers, Counselors, School Administrators - Menomonee (2 all day sessions)

. Waunakee Public Schools - High School Classes

. University of Wisconsin - Whitewater - Child Abuse and Neglect Seminar

. Joint Conference - Council on Exceptional Children - Eau Claire (2 sessions)

. National Elementary Guidance Counselors Conference

. (6) Regional workshops for School Social Workers

1. Fond du Lac
2. LaCrosse
3. Janesville
4. Jefferson
5. West Bend
6. Milwaukee

Other:

. Video tape of cross-discipline team process in conjunction with Midwest Parent-Child Resource Center entitled "Why Don't We Do Something?"

. Member Madison Parents Anonymous Advisory Board

Consultant to:

- Child Abuse/Neglect Newtwork, Inc. (CA/NN) Green and Rock Counties
- Columbia County Child Abuse and Neglect Team
- Community Services Training Grant for Rock, Jefferson, Walworth and Green Counties

WISCONSIN CHILD ABUSE AND NEGLECT TRAINING FOR EDUCACTORS STAFF (cont.)

- Featured writer for Wisconsin Counselor (Journal of the Wisconsin Personnel and Guidance Association) - "The Role of the Schools in Child Abuse and Neglect"

School districts who are in the process of developing policies as a result of our work in Wisconsin:

- Altoona
- Beloit Turner
- Chippewa Falls
- Columbia County
    - Cambria-Friesland
    - Columbus
    - Fall River
    - Lodi
    - Pardeeville
    - Portage
    - Randolph
    - Rio
    - Wisconsin Dells
- Cuba City
- Delavan
- Florence
- Madison Metropolitan Schools revised their policy with the help of Wis. CANTE
- Melrose-Mindoro
- Menomonie

- Schofield
- Seymour
- Shawano County
    - Bonduel
    - Shawano
    - Tigerton
    - Wittenberg
- Sun Prairie

Appendices A and B

Public Law 93-247
93rd Congress, S. 1191
January 31, 1974

An Act

To provide financial assistance for a demonstration program for the prevention, identification, and treatment of child abuse and neglect, to establish a National Center on Child Abuse and Neglect, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Child Abuse Prevention and Treatment Act".

Child Abuse Prevention and Treatment Act.
88 STAT. 4

THE NATIONAL CENTER ON CHILD ABUSE AND NEGLECT

SEC. 2. (a) The Secretary of Health, Education, and Welfare (hereinafter referred to in this Act as the "Secretary") shall establish an office to be known as the National Center on Child Abuse and Neglect (hereinafter referred to in this Act as the "Center").

88 STAT. 5
Establishment.

(b) The Secretary, through the Center, shall—

(1) compile, analyze, and publish a summary annually of recently conducted and currently conducted research on child abuse and neglect;

Annual research summary.

(2) develop and maintain an information clearinghouse on all programs, including private programs, showing promise of success, for the prevention, identification, and treatment of child abuse and neglect;

Information clearinghouse.

(3) compile and publish training materials for personnel who are engaged or intend to engage in the prevention, identification, and treatment of child abuse and neglect;

(4) provide technical assistance (directly or through grant or contract) to public and nonprofit private agencies and organizations to assist them in planning, improving, developing, and carrying out programs and activities relating to the prevention, identification, and treatment of child abuse and neglect;

(5) conduct research into the causes of child abuse and neglect, and into the prevention, identification, and treatment thereof; and

(6) make a complete and full study and investigation of the national incidence of child abuse and neglect, including a determination of the extent to which incidents of child abuse and neglect are increasing in number or severity.

Study.

(c) The Secretary may carry out his functions under subsection (b) of this section either directly or by way of grant or contract.*

Amended January 3, 1975 by P.L. 93-644.

DEFINITION

SEC. 3. For purposes of this Act the term "child abuse and neglect" means the physical or mental injury, sexual abuse, negligent treatment, or maltreatment of a child under the age of eighteen by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened thereby, as determined in accordance with regulations prescribed by the Secretary.

DEMONSTRATION PROGRAMS AND PROJECTS

Grants and contracts.

SEC. 4. (a) The Secretary, through the Center, is authorized to make grants to, and enter into contracts with, public agencies or nonprofit private organizations (or combinations thereof) for demonstration programs and projects designed to prevent, identify, and treat child abuse and neglect. Grants or contracts under this subsection may be—

(1) for the development and establishment of training programs for professional and paraprofessional personnel in the fields of medicine, law, education, social work, and other relevant fields who are engaged in, or intend to work in, the field of the prevention, identification, and treatment of child abuse and neglect; and training programs for children, and for persons responsible for the welfare of children, in methods of protecting children from child abuse and neglect;

88 STAT. 6

(2) for the establishment and maintenance of centers, serving defined geographic areas, staffed by multidisciplinary teams of personnel trained in the prevention, identification, and treatment of child abuse and neglect cases, to provide a broad range of services related to child abuse and neglect, including direct support and supervision of satellite centers and attention homes, as well as providing advice and consultation to individuals, agencies, and organizations which request such services;

(3) for furnishing services of teams of professional and paraprofessional personnel which are trained in the prevention, identification, and treatment of child abuse and neglect cases, on a consulting basis to small communities where such services are not available; and

(4) for such other innovative programs and projects, including programs and projects for parent self-help, and for prevention and treatment of drug-related child abuse and neglect, that show promise of successfully preventing or treating cases of child abuse and neglect as the Secretary may approve.

Not less than 50 per centum of the funds appropriated under this Act for any fiscal year shall be used only for carrying out the provisions of this subsection.

Grants to States.

(b) (1) Of the sums appropriated under this Act for any fiscal year, not less than 5 per centum and not more than 20 per centum may be used by the Secretary for making grants to the States for the payment of reasonable and necessary expenses for the purpose of assisting the States in developing, strengthening, and carrying out child abuse and neglect prevention and treatment programs.

(2) In order for a State to qualify for assistance under this subsection, such State shall—

(A) have in effect a State child abuse and neglect law which shall include provisions for immunity for persons reporting instances of child abuse and neglect from prosecution, under any State or local law, arising out of such reporting;

(B) provide for the reporting of known and suspected instances of child abuse and neglect;

(C) provide that upon receipt of a report of known or suspected instances of child abuse or neglect an investigation shall be initiated promptly to substantiate the accuracy of the report, and, upon a finding of abuse or neglect, immediate steps shall be taken to protect the health and welfare of the abused or neglected child, as well as that of any other child under the same care who may be in danger of abuse or neglect;

(D) demonstrate that there are in effect throughout the State, in connection with the enforcement of child abuse and neglect laws and with the reporting of suspected instances of child abuse and neglect, such administrative procedures, such personnel trained in child abuse and neglect prevention and treatment, such training procedures, such institutional and other facilities (public and private), and such related multidisciplinary programs and services as may be necessary or appropriate to assure that the State will deal effectively with child abuse and neglect cases in the State;

(E) provide for methods to preserve the confidentiality of all records in order to protect the rights of the child, his parents or guardians;

88 STAT. 7

(F) provide for the cooperation of law enforcement officials, courts of competent jurisdiction, and appropriate State agencies providing human services;

(G) provide that in every case involving an abused or neglected child which results in a judicial proceeding a guardian ad litem shall be appointed to represent the child in such proceedings;

(H) provide that the aggregate of support for programs or projects related to child abuse and neglect assisted by State funds shall not be reduced below the level provided during fiscal year 1973, and set forth policies and procedures designed to assure that Federal funds made available under this Act for any fiscal year will be so used as to supplement and, to the extent practicable, increase the level of State funds which would, in the absence of Federal funds, be available for such programs and projects;

(I) provide for dissemination of information to the general public with respect to the problem of child abuse and neglect and the facilities and prevention and treatment methods available to combat instances of child abuse and neglect; and

(J) to the extent feasible, insure that parental organizations combating child abuse and neglect receive preferential treatment.

(3) Programs or projects related to child abuse and neglect assisted under part A or B of title IV of the Social Security Act shall comply with the requirements set forth in clauses (B), (C), (E), and (F) of paragraph (2).

49 Stat. 627;
81 Stat. 911.
42 USC 601, 620.

(c) Assistance provided pursuant to this section shall not be available for construction of facilities; however, the Secretary is authorized to supply such assistance for the lease or rental of facilities where adequate facilities are not otherwise available, and for repair or minor remodeling or alteration of existing facilities.

(d) The Secretary shall establish criteria designed to achieve equitable distribution of assistance under this section among the States, among geographic areas of the Nation, and among rural and urban areas. To the extent possible, citizens of each State shall receive assistance from at least one project under this section.

(e) For the purposes of this section, the term "State" includes each of the several States, the District of Columbia, the Commonwealth of Puerto Rico, American Samoa, the Virgin Island, Guam and the Trust Territories of the Pacific.*

**Amended
January 3, 1975
by P.L. 93-644.**

AUTHORIZATIONS

SEC. 5. There are hereby authorized to be appropriated for the purposes of this Act $15,000,000 for the fiscal year ending June 30, 1974, $20,000,000 for the fiscal year ending June 30, 1975, and $25,000,000 for the fiscal year ending June 30, 1976, and for the succeeding fiscal year.

ADVISORY BOARD ON CHILD ABUSE AND NEGLECT

SEC. 6. (a) The Secretary shall, within sixty days after the date of enactment of this Act, appoint an Advisory Board on Child Abuse and Neglect (hereinafter referred to as the "Advisory Board"), which shall be composed of representatives from Federal agencies with responsibility for programs and activities related to child abuse and neglect, including the Office of Child Development, the Office of Education, the National Institute of Education, the National Institute of Mental Health, the National Institute of Child Health and Human Development, the Social and Rehabilitation Service, and the Health Services Administration. The Advisory Board shall assist the Secretary in coordinating programs and activities related to child abuse and neglect administered or assisted under this Act with such programs and activities administered or assisted by the Federal agencies whose representatives are members of the Advisory Board. The Advisory Board shall also assist the Secretary in the development of Federal standards for child abuse and neglect prevention and treatment programs and projects.

Membership.

Functions.

(b) The Advisory Board shall prepare and submit, within eighteen months after the date of enactment of this Act, to the President and to the Congress a report on the programs assisted under this Act and the programs, projects, and activities related to child abuse and neglect administered or assisted by the Federal agencies whose representatives are members of the Advisory Board. Such report shall include a study of the relationship between drug addiction and child abuse and neglect.

Report to President and Congress.

(c) Of the funds appropriated under section 5, one-half of 1 per centum, or $1,000,000, whichever is the lesser, may be used by the Secretary only for purposes of the report under subsection (b).

COORDINATION

SEC. 7. The Secretary shall promulgate regulations and make such arrangements as may be necessary or appropriate to ensure that there is effective coordination between programs related to child abuse and neglect under this Act and other such programs which are assisted by Federal funds.

Approved January 31, 1974.

*Amendments Section 2(c) and Section 4(e) added by P.L. 93-644, approved January 3, 1975.

LEGISLATIVE HISTORY:

HOUSE REPORT No. 93-685 (Comm. on Education and Labor).
SENATE REPORT No. 93-308 (Comm. on Labor and Public Welfare).
CONGRESSIONAL RECORD, Vol. 119 (1973):
- July 14, considered and passed Senate.
- Dec. 3, considered and passed House, amended.
- Dec. 20, Senate agreed to House amendments with amendments.
- Dec. 21, House concurred in Senate amendments.

STATE OF WISCONSIN

LRB-4981/2
BF:mh

1977 SENATE BILL 414

May 26, 1977 – Introduced by Senator BABLITCH, DORMAN, MAURER, RADOSEVICH, PETRI, OFFNER, BERGER, CULLEN, McKENNA, PELOQUIN, ADELMAN, MORRISON, RISSER, FLYNN and BRAUN; cosponsored by Representatives CLARENBACH, RUTKOWSKI, FLINTROP, SCHRICKER, HASENOHRL and WAHNER. Referred to Committee on Judiciary and Consumer Affairs.

AN ACT to amend 48.25 (5) and (6); to repeal and recreate 48.981; and to create 48.30 (4) of the statutes, relating to reporting of child abuse, mental injury or neglect and providing a penalty.

Analysis by the Legislative Reference Bureau

This proposal makes various changes relating to reporting child abuse, mental injury or neglect. Its chief features include:

(1) A court is required to appoint a guardian ad litem for each child subject to a judicial proceeding regarding child abuse, mental injury or neglect.

(2) The types of persons who are required to report cases of suspected child abuse or neglect are expanded, generally including medical and mental health professionals, social and public assistance workers, educators and child care workers. Psychiatrists and psychologists must report cases of suspected mental injury of a child if they think the child is in immediate danger or if professional efforts have failed and they think it is in the child's best interest to make the report.

(3) Time limits for reports and investigations and procedures for emergency protective custody are established.

(4) A central registry for reports of child abuse, mental injury or neglect is created.

(5) Criteria are established for a classification of reports into categories of "suspected", "indicated" or "unfounded". The bill also specifies criteria for the destruction of various types of reports.

(6) The department of health and social services must notify a person within 24 hours after the department receives a report classifying a case involving that person as "indicated". The person may then have a hearing to have the report or parts of the report destroyed.

(7) Reports and records relating to child abuse, mental injury or neglect will be confidential, except to the subject, staff, an attending physician or a court conducting abuse, neglect or child protective proceedings. Information will be available for bona fide researchers, but persons and reporters will not be identified. Subjects will not be told the name of the initial reporter.

(8) The department and county agencies will conduct continuing education and training programs.

(9) Any person who wilfully fails to file a report may be fined not more than $100 or imprisoned not more than 6 months or both. Any person who violates the confidentiality requirements may be fined not more than $1,000 or imprisoned not more than 6 months or both.

For further information, see the fiscal estimate which will be printed as an appendix to the proposal.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1. STATEMENT OF PURPOSE. It is the purpose of this act to protect the health and welfare of children by encouraging the reporting of suspected child abuse and child neglect in a manner which assures that appropriate protective services will be provided to abused and neglected children and that appropriate services will be offered to families of abused and neglected children in order to protect such children from further harm and to promote the well-being of the child in his or her home setting, whenever possible.

SECTION 2. 48.25 (5) and (6) of the statutes are amended to read:

48.25 (5) GUARDIAN AD LITEM. The court shall appoint a guardian ad litem for each child subject to a judicial proceeding regarding child abuse, mental injury or neglect. The court may appoint a guardian ad litem in any other case in which it feels that ~~such~~ the appointment is desirable. Counsel for the child shall not be the same as counsel for the alleged abuser, neglector or mental injuror or any governmental or social agency involved.

(6) APPOINTMENT OF COUNSEL. If any child or his or her parents desire counsel but are unable to employ it, the court ~~in its discretion may~~ shall, in proceedings regarding child abuse, mental injury or neglect where the parent is a subject of the proceedings, and may, in other proceedings, appoint counsel to represent them. ~~Such~~ The counsel shall be allowed reasonable compensation to be paid by the county ~~wherein~~ in which the proceeding shall be held, upon the order of the court.

SECTION 3. 48.30 (4) of the statutes is created to read:

48.30 (4) A child placed in protective custody under s. 48.981 may be held in a hospital, foster home or other appropriate medical or child welfare facility which is not used primarily for the detention of delinquent children.

SECTION 4. 48.981 of the statutes is repealed and recreated to read:

48.981 ABUSED, MENTALLY INJURED OR NEGLECTED CHILDREN. (1) DEFINITIONS. In this section:

(a) "Abuse" means any physical injury inflicted on a child by other than accidental means, or sexual intercourse or sexual contact under s. 940.225, which is caused by those responsible for the child's care or by others exercising temporary or permanent control over the child. In this paragraph, "physical injury" includes but is not limited to severe bruising, lacerations, fractured bones, burns, internal injuries or any injury constituting great bodily harm under s. 939.22 (14).

(b) "Child" means any person under 18 years of age.

(c) "County agency" means the county child welfare agency as defined in s. 48.56 (1).

(d) "Mental injury" means an injury to the intellectual or psychological capacity of a child as documented by a licensed psychologist or psychiatrist and as evidenced by an observable and substantial impairment to the child's ability to function within the normal range of behavior in the child's age group, with due regard to the child's culture.

(e) "Neglected child" means a child meeting the definition of "neglect" under s. 48.13 (1) (a), (d) or (e) whose physical or mental condition is seriously impaired as a result of the failure of those responsible for his or her care or others exercising temporary or permanent control over the child to provide adequate food, clothing, shelter, physical protection, education or medical care necessary to sustain the life or health of the child.

(2) PERSONS REQUIRED TO REPORT CASES OF SUSPECTED CHILD ABUSE OR NEGLECT. A physician, coroner, medical examiner, nurse, dentist, chiropractor, optometrist, or any other medical or mental health professional, social or public assistance worker, school teacher, administrator or counselor, child care worker in any day care center or child caring institution or police or law enforcement officer having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected shall report as provided in sub. (4). Any other person having reason to believe that a child has been abused or neglected may make such a report.

No person making a report under this subsection may be discharged from employment for so doing.

(3) PERSONS REQUIRED TO REPORT CASES OF SUSPECTED MENTAL INJURY. A psychiatrist or psychologist who, in the course of professional duties, counsels or provides services to a family member and who suspects that a child or children in the family or living with the family may be suffering mental injury shall report as provided in sub. (4), but only if the psychiatrist or psychologist believes that a child is in immediate danger of substantial harm or that professional efforts to help the family have failed and it is in the child's best interest to alert the authorities. Any other person having reason to believe that a child has been mentally injured may make such a report. No person making a report under this subsection may be discharged from employment for so doing.

(4) PROCEDURES. (a) Initial report. Persons required to report under sub. (2) or (3) shall immediately contact, by telephone or personally, the county agency, sheriff or city police department and shall inform the agency or department of the facts and circumstances contributing to a suspicion of child abuse, neglect or mental injury. The sheriff or police department shall within 24 hours, exclusive of Saturdays, Sundays or legal holidays, refer to the county agency all cases reported to it. The county agency may require that a subsequent report be made in writing.

(b) Duties of local law enforcement agencies. 1. Any person reporting suspected abuse, neglect or mental injury of a child may request an immediate investigation by the sheriff or police if there is reason to believe that the child's health or safety is in immediate danger. Upon receiving such a request, the sheriff or police department shall immediately investigate the case and take any necessary action to protect the child.

2. If an investigation reveals sufficient evidence under s. 48.28 (1) (c) to establish reasonable cause to believe that any child's health or safety is in immediate danger, the investigating officer shall place the child in protective custody and deliver the child to the county agency.

3. If the police or other law enforcement officials determine that legal action is necessary, they shall refer the case to the district attorney for criminal prosecution.

(c) Duties of county agencies. 1. The county agency shall act in accordance with s. 48.57. Within 24 hours of the receipt of an initial report of suspected child abuse, mental injury or neglect, the county agency shall commence an appropriate and thorough investigation to determine whether the report is "indicated" or "unfounded". The complete investigation shall, if possible, include a visit to the child's home or usual place of abode, observation of the child and an interview with the child and the child's parents or custodians.

2. Additionally, within 72 hours after receipt of an initial report the county agency shall complete and forward to the central registry under sub. (8) a preliminary investigative report containing relevant names and addresses, the age and sex of each child involved and the type of abuse, mental injury or neglect suspected.

3. An investigative report shall be classified as "indicated" or "unfounded". A finding of "indicated" shall be supported by a preponderance of the evidence available to the agency; whenever there is less than a preponderance of the evidence indicating child abuse, mental injury or neglect, the report shall be classified as "unfounded". Reports classified as "indicated" shall include a description of the services being provided to the child and those responsible for his or her care, as well as all relevant dispositional information, and shall be updated at 6-month intervals. The agency shall make findings as required under this subdivision no later than 60 days after receipt of an initial report, and shall immediately transmit the investigative report to the central registry under sub. (8).

4. After transmitting its investigative report to the central registry, the agency shall destroy all its records concerning cases of child abuse, neglect or mental injury classified as "unfounded".

5. The county agency may hold temporary physical custody of a child delivered under this section for 24 hours, or 72 hours if the custody period extends over a weekend or holiday, and shall immediately notify the parent, guardian or legal custodian and the juvenile court that it is holding the child in physical custody. Within the time period specified, the agency shall either apply to the court for emergency legal custody under s. 48.28 (1) (em) or return the child to the parent or guardian. The application shall not be considered binding in any other proceeding relating to child abuse or neglect or termination of parental rights or in any criminal

child abuse, mental injury or neglect prosecution.

6. The county agency shall take necessary steps to protect other children in the home.

7. The investigator shall inform any person required to report suspected cases of child abuse, mental injury or neglect that steps were taken to protect the health and welfare of a child who is the subject of a report made by the person. At least one contact shall be made under this subdivision within 60 days after receipt of the initial report by the agency.

8. The county agency shall cooperate with law enforcement officials, courts of competent jurisdiction and other human service agencies to prevent, identify and treat child abuse, mental injury and neglect. To the extent possible, the county agency shall coordinate the development and provision of services to children found to be abused, mentally injured, or neglected under this section.

9. The county agency shall forward copies of all written investigative reports of suspected child abuse or mental injury or of neglect alleging that a child's safety is endangered, classified as "indicated" or "unfounded", to the central registry under sub. (8).

(d) Independent investigation. If an agent of an investigating agency is the subject of the initial report, an independent investigation shall be conducted by the department or by another agency designated by the department.

(5) IMMUNITY FROM LIABILITY. Any person or institution participating in good faith in the making of a report, ordering or taking

of photographs or ordering or performing medical procedures and examinations of a child under this section shall have immunity from any liability, civil or criminal, that results by reason of the action. For the purpose of any proceeding, civil or criminal, the good faith of any person reporting cases of child abuse, mental injury or neglect shall be presumed.

(6) CORONER'S REPORT. Any person or official required to report cases of suspected child abuse or neglect who has reasonable cause to suspect that a child died as a result of child abuse or neglect shall report the fact to the appropriate medical examiner or coroner. The medical examiner or coroner shall accept the report for investigation and shall report the findings to the appropriate district attorney, the department, the county agency and, if the institution making the report initially is a hospital, to the hospital.

(7) PENALTY. Whoever wilfully violates this section by failure to file a report as required, may be fined not more than $100 or imprisoned not more than 6 months or both.

(8) CENTRAL REGISTRY. (a) The department shall maintain a confidential statewide central registry of child abuse, mental injury and neglect reports made under this section. The registry shall receive and maintain written reports from county agencies of suspected child abuse, mental injury and neglect cases and shall transmit information to authorized persons and agencies under sub. (10).

(b) The central registry shall be operated in such a manner as to enable the department to:

1. Provide historical information to aid local child protective service agencies in determining adequate and necessary services for abused children and their families, including immediate identification and location of prior reports of child abuse, mental injury and neglect.

2. Serve as a case management tool for the department in reviewing the adequacy of local child protective efforts.

3. Aid research efforts aimed at increasing the general knowledge of child abuse, mental injury and neglect.

(c) Reports of child abuse, mental injury and neglect shall be maintained at the central registry in one of 3 categories: suspected, unfounded or indicated.

1. All preliminary reports shall be classified as suspected; such reports shall be maintained for no longer than 60 days after receipt of the preliminary report from the county agency, after which they shall be classified as "unfounded" or "indicated".

2. A report may be classified as "indicated" only when such a finding is supported by a preponderance of the evidence available to the county agency, as provided in sub. (4) (c) 3. Indicated reports may be maintained in the central registry only when supplemental information as required under sub. (4) (c) 3 is attached.

3. A report determined by the county agency to be "unfounded" shall be classified "unfounded by reason of insufficient evidence".

4. A report which has not been the subject of a finding by the county agency within 60 days after its receipt shall be classified "unfounded for want of an investigation".

(d) The reports to the central registry shall contain the following information: the names and addresses of the child and the child's parents or other persons responsible for his or her health and welfare; the child's age, sex and race; the nature and extent of the child's abuse or neglect, including any evidence of prior injuries, abuse or neglect, to the child or siblings; the names of the persons alleged to be responsible for the abuse or neglect; family composition, including names, ages, sexes and races of other children in the home; demographic data related to census tract data; the source of the report; the person making the report, his or her occupation, and where the reporter can be reached; and the medical, legal or social disposition, including a description of any services provided.

(e) The names, addresses and all other identifying characteristics of all persons named in "unfounded" reports shall be destroyed immediately upon their classification as "unfounded". The identifying characteristics of persons named in "indicated" reports shall be destroyed 7 years after receipt of the report, unless representatives of the local agency show good reason why the information should not be destroyed.

(f) If the investigation of the initial report by the county agency fails to disclose a preponderance of the evidence indicating abuse, mental injury or neglect, all information in the report shall be removed from the central registry and destroyed not later than 60 days after the initial report.

(9) NOTIFICATION. Within 24 hours after receipt of an

investigator's report classifying any case as "indicated" under sub. (4) (c) 3, a notice of the finding shall be sent by registered mail from the department to the suspected person. The notice shall contain notification of the right to petition for destruction of all or any part of the report. Upon petition, any person who is the subject of a report shall have a right to a hearing before the department to have the report or parts thereof removed from the central registry and all other files maintained by the department or any other governmental agency and destroyed. If a petition under s. 48.20 has been filed, the petition for destruction shall not be granted unless the court finds that the petition under s. 48.20 was unwarranted. If a petition under s. 48.20 has not been filed and the petitioner for destruction proves by a fair preponderance of the evidence that the report of child abuse is without foundation, the report shall be classified unfounded.

(10) CONFIDENTIALITY. (a) 1. All reports and records made under this section and maintained by the department, county agencies, the central registry and other appropriate persons, officials and institutions shall be confidential. Information shall not be made available to any individual or institution except to:

a. The subject of any report, except that the department or other governmental agency shall not release data that would identify the initial reporter;

b. Appropriate staff of the department or county agencies, who may release information to an attending physician;

c. Any court conducting abuse, neglect or child protective proceedings; and

d. Any person engaged in bona fide research, with the permission of the department, provided, however, that information identifying the subjects of the reports and the reporters shall not be made available to the researcher.

2. In this paragraph:

a. "Subject" means the child, parents and any person who is alleged or determined to have abused, mentally injured or neglected the child, who is mentioned by name in a report.

b. "Reporters" means all persons and institutions who report abuse, mental injury or neglect under this section.

(b) Any person who violates this subsection, or who permits or encourages the unauthorized dissemination or use of information contained in the central registry and in reports and records made under this section may be fined not more than $1,000 or imprisoned not more than 6 months or both.

(11) EDUCATION, TRAINING AND PROGRAM DEVELOPMENT AND COORDINATION. (a) The department and county agencies to the extent feasible shall conduct continuing education and training programs for state and county department staff, persons and officials required to report, the general public and others as appropriate. The programs shall be designed to encourage reporting of child abuse, mental injury and neglect, to encourage self-reporting and voluntary acceptance of services and to improve communication, cooperation and coordination among all agencies in the identification, prevention and treatment of child abuse, mental injury and neglect. The department

and county agencies shall develop public information programs about child abuse, mental injury and neglect.

(b) The department shall to the extent feasible ensure that there are available in the state administrative procedures, personnel trained in child abuse, mental injury and neglect, multidisciplinary programs and operational procedures and capabilities to deal effectively with child abuse, mental injury and neglect cases. These procedures and capabilities may include, but are not limited to, receipt, investigation and verification of reports; determination of treatment or ameliorative social services; or referral to the appropriate court.

(c) In meeting its responsibilities under par. (a) or (b), the department or a county agency may contract with any public or private organization which meets the standards set by the department. In entering into the contracts the department or county agency shall give priority to parental organizations combating child abuse, mental injury and neglect.

(12) ANNUAL REPORTS. No later than August 1 of each year the department shall prepare and transmit to the governor and the legislature a report on the status of child abuse, mental injury and neglect programs. The report shall include a full statistical analysis of the child abuse, mental injury and neglect reports made through the last calendar year, an evaluation of services offered under this section and their effectiveness, and recommendations for additional legislative and other action to fulfill the purpose of this section. The department shall provide statistical breakdowns by county, if requested by a county.

(End)